

ARABIC  
EGYPTIAN COURSE

SPEAKING EXERCISES

MODULES 1-12

Lessons 1-48

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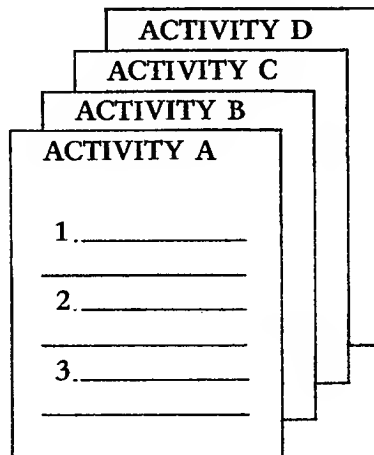


## INTRODUCTION

This volume of Speaking Exercises corresponds to Modules 1-12 (Lessons 1-48) of the Arabic Egyptian Course.

There is one set of activities (Activity A through Activity D) for each module. Each set of activities must be given before the corresponding weekly test. Each activity with its subactivities (Activity A, 1., 2. and 3.) is roughly estimated to fill one classroom hour. But, the classroom teacher will have the final word concerning the exact time needed for the students to benefit from each exercise.

Many of the Speaking Exercises create situations and set an activity in motion, but it is the learners themselves who are responsible for conducting the interaction to its conclusion. Graphically, the activities for each module look like this:



## MODULE 1

### Lessons 1-4

#### Activity A

##### 1. What's My Line?

بَاعِلْ إِيه ؟

The teacher selects a student and assigns him/her a role to act out. The rest of the class describes in Arabic the performer's actions and guesses what is being acted out. The student who gives the best performance and the student who best describes a performance are the winners.

#### Sample roles:

A student studying Arabic (reading, writing and so on).

A teacher teaching Arabic (writing on a blackboard, using a pointer and so on).

A secretary working in an office (telephoning, typing and so on).

A guest visiting the home of a friend (eating, drinking and so on).

##### 2. Who Is He/She?

مِين هُوَ هِيَ ؟

#### Group A

Students play the characters listed below, using their imaginations to answer the questions posed by Group B.

سكرتير مدرسة

سفير دولة

استاذ جامعة

رائد في الجيش

وزير

نقيب طيار

#### Group B

Students play the roles of reporters. Each reporter interviews a character from Group A, ascertains his/her identity and reports these observations to the class.

## Activity A (cont.)

## 3. Whom Did Samir Meet?

سمير قابل مين؟

The teacher will divide the class into two groups. Each group will choose a speaker and select a card number. Group A's speaker will inform the teacher of his/her group's selection from the card numbers below and answer questions posed by Group B's speaker. Group B's speaker must try to guess the selected card number in two questions only. The two groups will take turns following each round. Each student may take a turn at playing the speaker. The teacher will keep score.

CARD 1

Farid met Samir at the  
American University in  
Cairo.

CARD 2

Farid met Samir at  
the movies yesterday.

CARD 3

Farid met Samir at  
the movies today.

CARD 4

Farid met Samir at  
Samir's house.

CARD 5

Lieutenant Khalil met  
Samir at the Egyptian  
Embassy today.

CARD 6

Lieutenant Khalil met Samir  
at the American University  
in Cairo.

CARD 7

Lieutenant Khalil met Samir at  
the Egyptian ambassador's house.

CARD 8

Professor Muhammad met Samir  
at the library after lunch.

CARD 9

Professor Muhammad met Samir  
at the library before lunch.

CARD 10

Professor Muhammad met Samir  
at Cairo University at 7 p.m.

CARD 11

Professor Muhammad met Samir at  
Cairo University at 8 p.m.

CARD 12

Ibrahim met Samir at Samir's  
house yesterday.

## Activity B

## 1. Listen Carefully.

إِسْمَعُ كَوَيْسَ .

With their books closed, students are to listen to the following telephone conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

- ألو - صباح الخير يا آنسة سعاد - انا سعيد سالم سكرتير السفارة اللبنانية .  
أهلا يا استاذ سعيد , ازيك النهارده ؟
- الحمد لله كويس متشكر , لو ممكن يا آنسة السفير عاوز يقابل سيادة الوزير النهارده .
- لو تسمح تنتظر شوية يا استاذ سعيد ... ألو استاذ سعيد , سيادة الوزير مشغول النهارده .
- ممكن يقابله بكره يا آنسة سعاد ؟
- لا متأسفه , سيادة الوزير مسافر بكره , ممكن يقابله بعد بكره .
- كويس قوي , ممكن يقابله الساعة سبعة مساء ؟
- الساعة سبعة ؟ ... أيوه ممكن يا استاذ سعيد .
- ألف شكر يا آنسة سعاد . مع السلامة .
- العفو , مع السلامة .

## Questions

- ١. مين عاوز يقابل الوزير ؟
- ٢. مين سعيد سالم ؟
- ٣. سكرتيرة الوزير اسمها ايه ؟
- ٤. الوزير عاوز يعمل ايه بكره ؟
- ٥. السفير ممكن يقابل الوزير بكره ؟
- ٦. السفير عاوز يقابل الوزير الساعة سبعة صباحا ؟



## Activity B (cont.)

## 2. Let's Get Together.

عَاوِزْ اِقَابِلْكَ .

The teacher will ask two students to use their imaginations to supply the information missing in Situations 1-4. Afterwards, the teacher will randomly select students to summarize each conversation for the class.

## Situation 1: Teacher-Student (formal)

A teacher asks a student to meet with him in his office. The student doesn't want to because.... Finally, they decide to meet at a later date.

## Situation 2: Student-Girl Friend (informal)

A student asks his girl friend to meet him at the movies. She doesn't want to because.... Eventually, they decide on another date.

## Situation 3: Captain-Lieutenant (formal)

A captain asks a lieutenant to meet with him in his office. The lieutenant is busy because.... They finally decide on another date.

## Situation 4: Student-Friend (informal)

A student asks his friend to meet him at the library. His friend cannot meet him because.... Finally, they settle on another date.

## Activity C

## 1. Listen Carefully.

إِسْمَعْ كَوَيِّسَ .

With their books closed, students are to listen to the following conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

- از يك النهارده يا جمال ؟
- والله انا تعبانا يا حسن وعاوزك تاخذني البيت .
- طيب اقعد استريح هنا . انا عندي شوية شغل دلوقتي .
- لا ما اقدرش انتظرك . انا تعبانا وعاوز استريح في البيت .
- لو تسمح يا حسن اقعد انتظر هنا في مكتبي ، انا لازم اقابل رئيسي دلوقتي .
- طيب انا بردان وعاوز اشرب شاي ، عندك شاي ؟
- لا متأسف ، ما عنديش شاي .
- انا ما اقدرش اقعد ، انا عاوز آخذ تاكسي (taxi) دلوقتي .

## Questions

- ١ مين تعبانا قوي ؟
- ٢ جمال عاوز ايه من حسن ؟
- ٣ مين مشغول شويه ؟
- ٤ حسن لازم يقابل مين ؟
- ٥ جمال عاوز يشرب ايه ؟
- ٦ حسن عنده شاي ؟
- ٧ جمال عاوز ياخذ ايه للبيت ؟
- ٨ هو جمال رئيس حسن ؟
- ٩ هما جمال وحسن صحاب ؟

## Activity C (cont.)

## 2. Apologize, Please!      انا متأسف!

Two students exchange information in each of the situations below.

Situation 1: A student asks his friend to make coffee, tea or konafa, and tells him he wants a cigarette ([ pl. ] سجاير , سيجارة). The friend says "no" and gives his reasons.

Situation 2: A student asks his friend to reserve seven seats for his family at the movies. His friend apologizes and tells him why he is unable to do so.

Situation 3: A student asks his friend to introduce him to his friend's girl friend. His friend says he cannot and states his reasons why.

Situation 4: A student asks his friend to write out Situation 1 for him in Arabic. Of course, he declines and explains why.

## 3. Whisper a Secret.      وشو شسني .

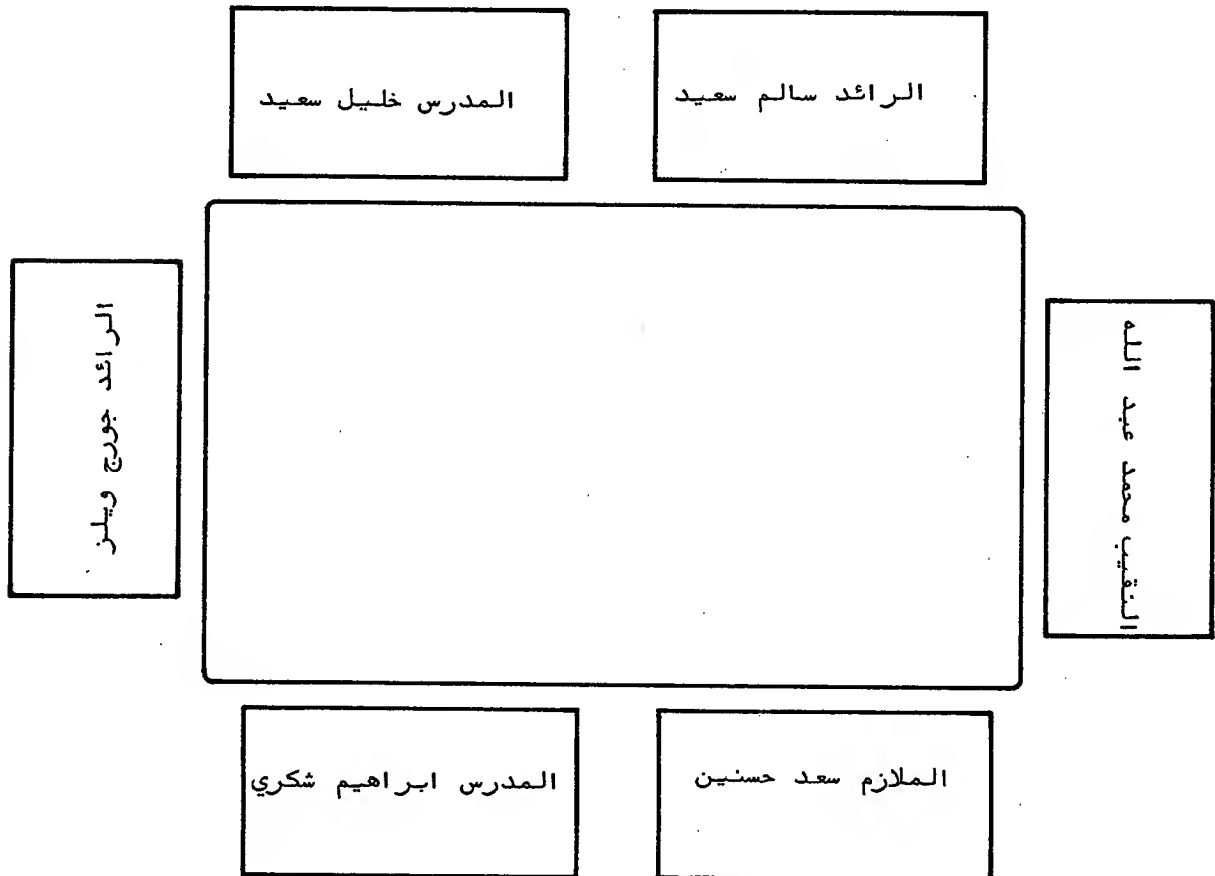
The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## Activity D

## 1. Seat Your Guests.

إتفضل أقعد .

A student plays an American officer working at DLI who meets some Egyptian visitors at the Officer's Club. Three students, each wearing a name tag, act as the Egyptians. Two other students assume the roles of teachers from the DLI Arabic Department. The officer has the visitors and the teachers introduce themselves. After the introductions have been made, he/she greets each of them by name and shows them to a table with place cards. Students may take turns playing the roles.



## Activity D (cont.)

## 2. What Did You Eat?

كُلْتُ إِيَّاهُ ؟

The teacher will divide the class into pairs to play the following roles  
Muhammad asks Fred about his experience at dinner with an Egyptian family.

## Sample questions:

With whom did you eat dinner?

What is your host's job?

Whom did you meet there?

What did you drink? Coffee? Tea? Beer? Anything else?

What did you eat? Konafa? Hot dogs? Soup (شُورْبَة)? Anything else?

## 3. At Your Service.

أَنَا فِي خِدْمَتِكَ .

Students pair up to play Salim and Abbas. Salim does not feel well. Abbas, who is visiting him at home, offers his services. Salim accepts and asks for tea, 7-Up, aspirin (أَسْبِرِين) and so on.

## MODULE 2

### Lessons 5-8

#### Activity A

#### 1. What Do You Know? عرفت ايه ؟

Students take turns pairing up to exchange biographical information in Arabic. After everyone in the class has taken a turn, the teacher will randomly select students to reiterate facts about any one of the exchanges. The student who best remembers the data is the winner. Students may take notes. Some suggested topics follow:

age	date of birth
sex	marital status
place of birth	number of children, if any

#### 2. Which Shift Do You Work? انت في ايه وردية ؟

Student 1, a teacher in the Arabic Department, works the first shift (Alfa).

Student 2 works the second shift (Bravo).

Student 3, a reporter, asks the teachers what time they start work, go to lunch and leave for home.

Student 4 listens, takes notes and reports his/her observations to the class.

#### 3. Which Occupation Do You Prefer? حشتغل ايه ؟

The teacher will divide the class in half. Each student in Group A will choose and discuss his/her favorite occupation. Afterwards, the teacher will randomly select a student from Group B to summarize the occupation of a classmate from Group A for the class. After all the occupations have been summarized, the two groups will switch roles. Some suggested occupations follow:

engineer	mechanic	teacher
ambassador	barber	government employee
grocer	radio announcer	accountant

## Activity B

## 1. Listen Carefully. • اسمع كويس

With their books closed, students are to listen to the following conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

- جمال : ابنك سعد دخل الجامعة السنة دي يا ابراهيم ؟  
 ابراهيم : ايوه الحمد لله - وانت بنتك سميرة غاملة ايه ؟  
 جمال : كويسه قوى - فاضل لها ثلاث سنين وتبقي صيدلية • هو ابنك بيدرس ايه ؟  
 ابراهيم : بيدرس محاسبه عشان هو شاطر قوى في الحساب (mathematics) •  
 جمال : وحيدرس كام سنه ؟  
 ابراهيم : اربع سنين ان شاء الله • ما تتفضلوا عندنا في بيتنا الجديد •  
 جمال : هو بيتك جنب كلية الطيران ؟  
 ابراهيم : ايوه هو أول بيت بعد الكلية في شارع المطار •  
 جمال : دي حته كويسه قوى • ان شاء الله نيجي عندكم يوم الجمعة الجاي •  
 ابراهيم : اهلا وسهلا بكم وسلم لي على العيله •

## Questions

- ٠١ هو سعد ابن جمال ؟
- ٠٢ هي سميرة بتدرس ايه ؟
- ٠٣ هو سعد في كلية الطيران ؟
- ٠٤ سميرة فاضل لها كام سنة في الكلية ؟
- ٠٥ بيت ابراهيم فين بالضبط ؟
- ٠٦ جمال جاي عند ابراهيم امتى ؟
- ٠٧ سعد بيدرس محاسبة ليه ؟

## 2. What Do You Like to Study? • تحب تدرس ايه ؟ وليه ؟

Each student chooses a favorite subject from the list below and tells the class why he/she enjoys studying it.

محاسبه - صيدله - طيران - اللغة العربية - اللغة الألمانية - هندسة

## Activity B (cont.)

## 3. Guess What?

حَذَّرَ فُزَّرَ ؟

The teacher asks a student to prepare to answer questions posed by his/her classmates. The class is to guess the student's answer to points a-e below.

## Example:

Teacher: Ibrahim, you know what time you came to school today.  
Don't tell us. We'll guess. ؟ ابراهيم جه المدرسة الساعة كام

Student 1: الساعة سبعة ونص

Ibrahim: لا ، قبل كده .

Student 2: الساعة سبعة وربع

Ibrahim: لا ، بعد كده .

Student 3: And so on.

- Birthday
- Years of service in the armed forces
- Number of months at DLI
- Number of weeks in Monterey
- If married, number of years

## Activity C

## 1. Listen Carefully.

إِسْمَعْ كَوَيِّسْ .

With their books closed, students are to listen to the following conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

سعيد : آلو .

حسن : آلو سعيد .

سعيد : ايوه يا حسن .

حسن : حتعمل ايه النهاردة ؟ ما تيجي عندي شوية !

سعيد : لأ أنا مشغول قوي دلوقتى .



## Activity C (cont.)

- حسن : ليه ؟ انت عندك أجازة النهاردة !
- سعيد : ايوه ، بس المدير بتاعى وعياله جايين عندى النهاردة .
- حسن : المدير جاي عندك !! ليه ؟
- سعيد : عشان النهاردة عيد ميلاد بنتى .
- حسن : طيب انا عاوز أتعرف عليه ، هم جايين الساعة كام ؟
- سعيد : لأ ، متأسف ما تجيش النهاردة يا حسن عشان + + + + ؟

## Questions

- ٠١ هو سعيد قاعد مع حسن ؟
- ٠٢ هو حسن رئيس سعيد ؟
- ٠٣ المدير جاي عند سعيد ليه ؟
- ٠٤ هو المدير متجوز ؟
- ٠٥ حسن عاوز يجي عند سعيد ليه ؟
- ٠٦ سعيد اشتغل النهاردة ؟
- ٠٧ هو سعيد عنده عيال ؟
- ٠٨ What was Said's excuse?  
Each student must think  
of an excuse and say it  
in Arabic.

## 2. Excuses, Excuses. عذرك ايه ؟

Students play this game in pairs. Student 1 thinks of a one-line question or accusation. Student 2 gives a one-line answer or excuse. Pairs choose their roles from the list below.

manager-employee

colonel-corporal

teacher-student

engineer-mechanic

Example:

- رئيس المدرسة : ما عرفتنيش على مراتك (your wife) ليه ؟
- المدرس : عشان انا مش متجوز يا استاذ .

## Activity C (cont.)

## 3. Whisper a Secret.

• وشوْشَنِيْ

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student in the circle will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## Activity D

## 1. Let's Play!

يَا لَآ نَلْعَبُ !

Students act out the roles in the following situations.

Situation 1: Samir works the night shift. He doesn't feel well today. Ibrahim is willing to take his place. Hasan, the boss, asks them many questions before he approves the switch in shifts.

Situation 2: Abbas is fasting. When George offers him a drink, he declines and explains religious holidays in Egypt.

Situation 3: Fred is visiting Cairo. At a sidewalk cafe, he asks Samir if he can join him. The two converse, exchanging their names, addresses, nationalities, jobs and so on.

Situation 4: Ahmad is getting married next year. Hasan, his colleague, helps him find a house in a good neighborhood near his work place and a shopping area. Samira, the bride-to-be, participates in the conversation. Finally, she decides on the house they will live in.

## 2. Follow the Leader.

• كَمِّلْ اسامي الأيَّام والشُّهُور .

The teacher begins by naming the first two days of the week. Then, the student to his/her right adds the third weekday, the next student adds the fourth day of the week and so on. A student who misses the day, or who hesitates too long, loses his/her turn.

## Variations:

Students may try the same exercise using the months of the year or numerals (denominations of 5 or 10, for example).

## Activity D (cont.)

## 3. Solve the Riddle.

حلّ الفُزُّورَه .

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence.

- ١. الساعة اللي في نص اليوم بالطبط .
- ٢. المكان اللي بيدرسوا فيه طباط الجيش .
- ٣. الشهر اللي بيصوم فيه المسلمين .
- ٤. الدكان اللي فيه شاي وكنافة وكوكاكولا .
- ٥. الدولة اللي بيحجوا لها المسلمين .
- ٦. المكان اللي ساكنه فيه عيلتك .
- ٧. الشهر اللي في نص السنة .

## ANSWERS

- ٥٠ . يتدروسوا .
- ٦٠ . طباط .
- ٨٠ . بيتدروسوا .
- ٩٠ . بيتدروسوا .
- ١٠ . بيتدروسوا .
- ٢٠ . بيتدروسوا .
- ٣٠ . بيتدروسوا .
- ٤٠ . بيتدروسوا .
- ٥٠ . بيتدروسوا .
- ٦٠ . بيتدروسوا .
- ٧٠ . بيتدروسوا .
- ٨٠ . بيتدروسوا .
- ٩٠ . بيتدروسوا .

### MODULE 3

#### Lessons 9-12

##### Activity A

##### 1. Do You Have a Ticket?

مَعَاكَ تَذْكُرُهُ ؟

A student acts as a bus conductor and the rest of the class as his/her passengers. As each passenger conveys his/her destination, the conductor asks for the appropriate fare and returns any change. (Students may use pennies or chips as change.) A generous passenger may pay for a friend or for the teacher. Students may take turns playing the roles.

##### 2. Complete the Story.

كَمِّلِ الْحِكَايَةَ .

The teacher will begin by reading the opening line (below) of a story to which each member of the class will add a line. Students are allowed one minute to prepare their lines. One student takes notes throughout the exercise and afterwards summarizes the story for the class.

٠١ سليمان طلب صاحبه سميرة عشان ياخذ ميعاد معاها . . . . .

٠٢ عربية حلمى ضربت عربية البوليس في شارع التحرير . . . . .

٠٣ الأستاذ محمود المدرس عنده عيله كبيرة وبكره العيد الصغير . . . . .

##### 3. Dial a Number.

أَطْلُبْ نُمْرَةَ .

Student 1 plays the role of a telephone operator or a secretary. Student 2 is a caller who telephones his/her doctor, friend or boss. During the course of the call, Student 2 encounters one or more of the following problems: dialing the wrong number; interruptions; or static on the line. He/she then seeks help from Student 1. A third student takes notes and summarizes the situation in Arabic for the class. Students may take turns playing the roles.

##### Activity B

##### 1. Listen Carefully.

إِسْمَعْ كَوَيِّسَ .

With their books closed, students are to listen to the following passage read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

حلمى راح لمكتب التليفون عشان يطلب عيلته فى اسكندرية . هو عاوز يكلم

مراته بسرعة عشان ابنه سليمان عيان . وهو عاوز يعرف لو كان سليمان راح

## Activity B (cont.)

للدكتور وَلَا لَأَ . وهو في مكتب التليفون حلمى شاف صاحبه ابراهيم اللي بيشتغل سواق  
 تاكسى . حلمى قال لابراهيم ان ابنه عيان في اسكندرية . ابراهيم قال له انه رايع  
 اسكندرية بعد نص ساعة بالتاكسي وان ممكن حلمى ييجي معاه ببلاش . حلمى قال له  
 متشكر قوى وراح معاه على طول .

## Questions

- ٠١ عيلة حلمي فين ؟
- ٠٢ حلمي عنده عيال ؟
- ٠٣ حلمي قابل صاحبه فين ؟
- ٠٤ ابراهيم بيشتغل ايه ؟
- ٠٥ حلمي حيروح اسكندريه بايه ؟ وبكام ؟
- ٠٦ ابراهيم حيروح اسكندرية امتى ؟
- ٠٧ ابراهيم راجل كويس وَلَا لَأَ ؟ وليه ؟
- ٠٨ حلمى عاوز يعرف ايه عن ابنه ؟

## 2. Another Free Ride. رُكُوبُهُ تَانِيَّةً بِبَلَّاشَ .

Student 1 talks about a free ride; the person who offered it; departure point; destination; time of day; and so on. Student 2 discusses the same ride or another ride from the point of view of the driver who offered it. Students may take turns playing the roles.

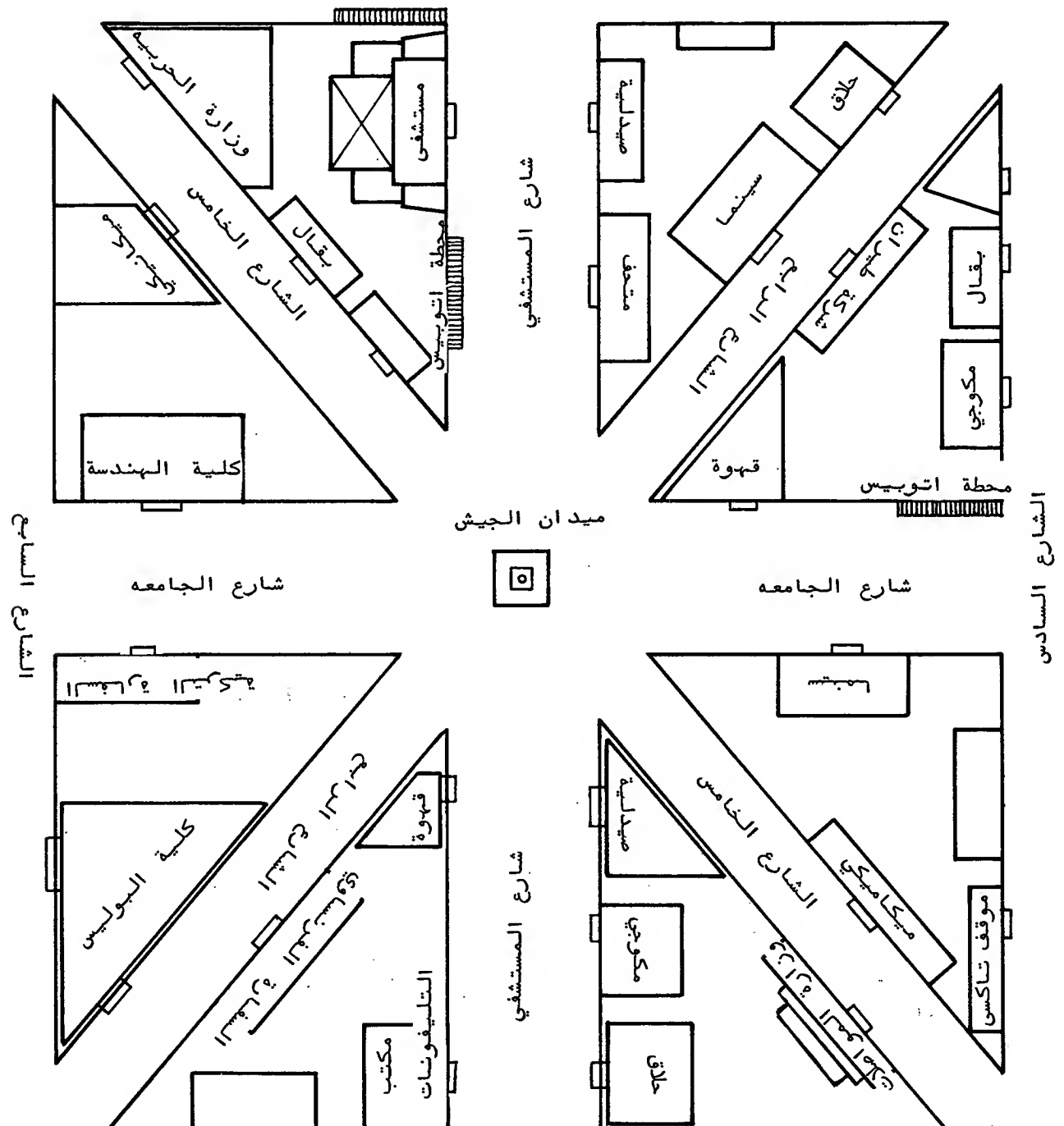
## 3. Whisper a Secret. وَشُوشْنِي .

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

### Activity C

1. Tour of the City. فسحة في البلد .

Student 1 is a police officer and Student 2, a visitor to Cairo. Using the following map, Student 1 suggests to Student 2 routes to reach a variety of destinations in Cairo. Student 2 is free to walk or use any means of transportation. He/she is to describe to the class the routes and state the kind of transportation that will be used. Students may take turns playing the roles.



## Activity C (cont.)

## 2. Charades.

• عُرُوسَتِي

After a student has volunteered to leave the classroom, the remaining students select the subject they wish to describe from the list below. When the volunteer says "عُرُوسَتِي" to randomly selected classmates, each offers a clue to help in guessing the subject.

أتوبيس	ربع جنيه
عربية صاحبك	تذكرة اتوبيس
عربية اسعاف	جريدة الأهرام
عربية المدرس	نص جنيه

## 3. How Many Pounds Do I Have?

معَايَا كَام جِنِيهِ ؟

Students are to make Egyptian currency by writing either 1 pound or 1/2 pound on 20 pieces of paper. After the teacher has collected and distributed the "money," a student will guess how much money one of his/her classmates has. If the guesser is correct, the opponent will hand over all of his/her money. If the guess is incorrect, the challenger must hand over his/her money to the opponent and another student will take a turn at guessing. The student who collects the most money is the winner.

## Activity D

## 1. What's Your Destination?

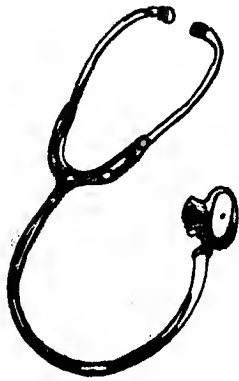
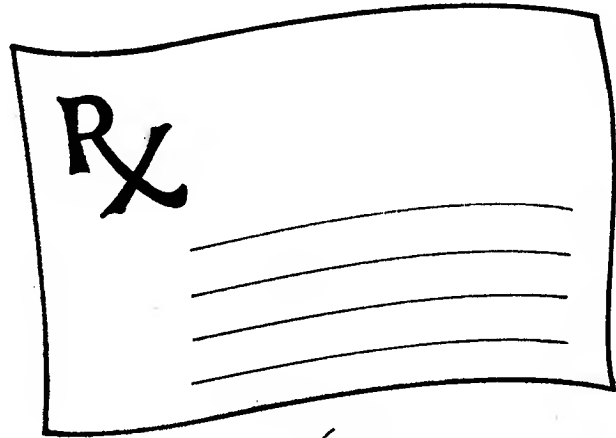
رايح فين يابيه ؟

Student 1 plays a taxicab driver and Student 2, his/her passenger. The cabdriver requests that the passenger give his/her destination, the directions and fare. Student 2 uses his/her imagination to respond to the questions and negotiate the fare. Students may take turns playing the roles.

## Activity D (cont.)

2. I Am Sick, Doctor. أنا عِيَان يا دكتور.

Two students play the roles of a doctor and a nurse (m. مترجمي, f. مترجيه). Three other students play the roles of patients. The nurse asks each patient his/her name, address, employer's name and problem. Then the patient reports to the doctor for an examination. The doctor uses a stethoscope سماعة (use any object found in the classroom), writes a prescription روشته and explains to the patient how and when to use the medicine. Exchange roles if time permits.

سماعة الدُكتورروشتهعندها صداععندها برد



## Activity A

## 1. Students' Parliament.

بِرْلَمَانِ التَّلَامُذَةِ •

The following rules are presented to the students for discussion. The teacher will read each rule aloud. Then, the students will individually give their viewpoints. Each student may support, reject or suggest changes in the rule and in doing so, state his/her reasons why. The teacher will assign one student as secretary. At the end of the debate the secretary will report his/her observations to the class.

٠١ ممنوع التصوير في المدرسة •

٠٢ ممنوع التدخين قبل الأكل وبعده •

٠٣ ممنوع شرب البيرة يوم السبت ويوم الحد •

٠٤ ممنوع دخول السينما ببلاش •

٠٥ ممنوع أكل اللحمة يوم الجمعة •

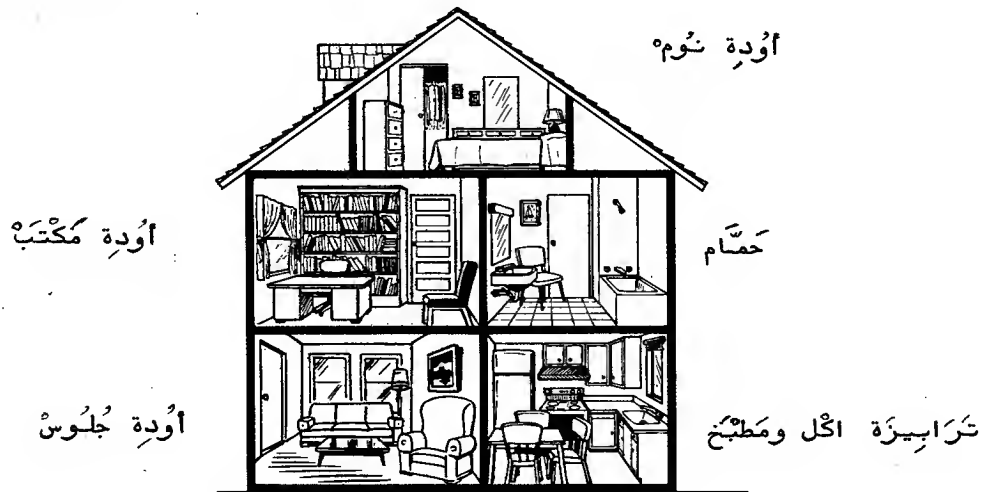
٠٦ ممنوع الكلام بالانجليزي مع صحابك •

٠٧ ممنوع تشتري أكل وإن كنت جعان •

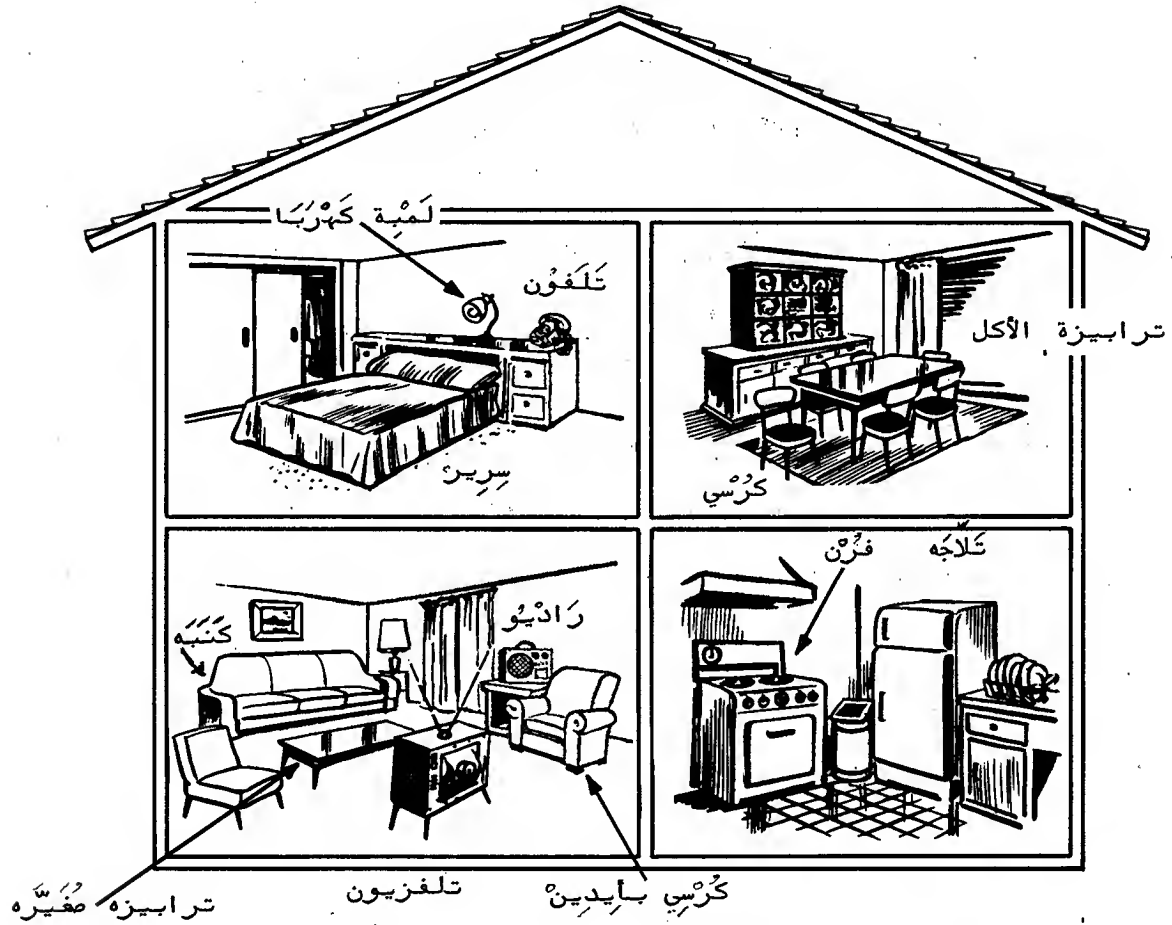
## 2. Describe Your House.

أَوْصِفْ بَيْتَكَ •

Students take turns describing to the class one or more rooms in their homes or apartments. Each student will state the room he/she prefers best and why. The following diagrams may be used to help prepare the presentations.



## Activity A (cont.)

Furniture and Household Goodsعَفْشُ وَأَدَوَاتِ مَنْزِلِيَّة

## 3. Whisper a Secret.

## • وَشْوَشْنِي

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## Activity B

## 1. The Wonderful World of Numbers.

عَالَم الأَرْقَام الطَّرِيف .

The teacher will read the following math problems to the class. The students are to guess the correct solution to each problem in Arabic. The student who makes the first correct guess wins. Students are to do this exercise with their books closed.

- ٠١ ابراهيم كان معه ٤٠ جنيه ، اشترى جلابية وصينية من خان الخليلي ، الجلابية بـ ١٢ جنيه ونص ، والصينية بـ ١٥ جنيه . ابراهيم فاضل معه كام جنيه دلوقتي ؟
- ٠٢ منير طلب البقال بالتليفون وقال انه عاوز بَسْطَرْمَه (pastrami) . بـ ٨ جنيه ، ورز بـ ٢ جنيه ، وعيش بـ جنيه واحد ، وبيره وكوكاكولا بـ ٧ جنيه . البقال عاوز كام جنيه من منير ؟
- ٠٣ سعيد لازم يشتغل وردية الليل اللي بتبتدى الساعة عشرة بالضبط . ودلوقتي الساعة ثمانية ونص بالليل وعشان يروح الشغل سعيد لازم يركب تاكسي . والتاكسي حياخد نص ساعة عشان يوصل الشركة . فاضل كام دقيقة عشان سعيد يركب التاكسي ؟
- ٠٤ سمير عنده اجازة وعشان كده حيروح اسكندرية اسبوع واحد . وبعدين حيروح طنطا يومين عشان يزور واحد صاحبه . وبعدين حياخد اجازة العيد الصغير وهي ثلاث ايام . سمير عنده كام يوم اجازة ؟

## Activity B (cont.)

## 2. What Is Your Order?

طَلَبَكَ إِيَّاهُ يَا بَيْتَهُ ؟

Student 1 plays the role of a good customer who calls his/her grocer to order several items from a list he/she has prepared. The customer is prepared to bargain with the grocer.

Student 2, the grocer, records the order and tells the customer the price of each item. The student playing the grocer may argue that the prices of the items are fixed or may participate in negotiations with the customer.

So that he/she can perform effectively, Student 3, the grocer's clerk, is to take notes during the preceding conversation. Student 3 is to assume it is now a day later. Student 3 calls the customer to request payment of the customer's grocery bill. The clerk reminds the customer of every item he/she ordered and its cost. Students may take turns playing the roles.

## 3. A Ticket to Alexandria, Please.

تَذَكُّرُهُ لَأَسْكَندَرِيَّةٍ مِنْ فَضْلِكَ .

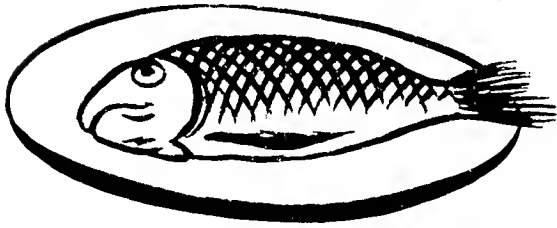
Two students play the roles of a traveler and a bus terminal employee. The traveler wants a bus ticket from Cairo to Alexandria. He/she asks the employee about the price; time of departure; time of arrival; the location of the bus depot in Alexandria; and any other pertinent information. Students may take turns playing the roles.

## Activity C

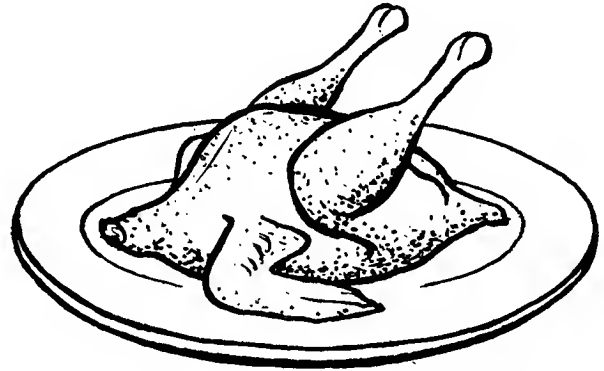
## 1. Where Did You Eat?

كَلْتُ فِي أَيْنَ مَطْعَمٍ ؟

Every student tells the class about the last time he/she ate in a restaurant. He/she will mention the restaurant's name, location, prices of some items on the menu and so on. The teacher will assign two students to take notes during the presentations. Afterwards, they will summarize their notes orally to the class.



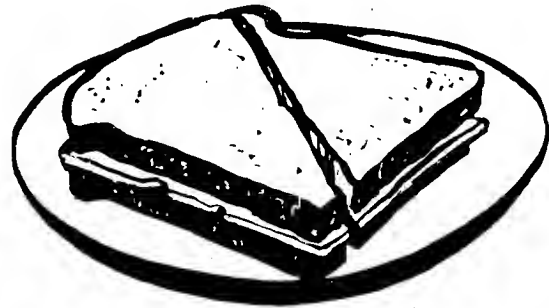
سمكه ( pl. سمك )



فرخه ( فراخ pl. )



مكرونه



سندوتش ( سندوتشات pl. )

## Activity C (cont.)

## 2. Where Are the Keys?

أنا نَسِيتُ مَفَاتِيحيَ فين ؟

Samir and Hasan use Samir's car to go shopping. At the end of the day, they are ready to go home, when Samir discovers his keys are missing.

The two students playing the roles of Samir and Hasan discuss the places they visited during the day. Both make suggestions about how to locate the missing keys and open the car. Students may take turns playing the roles.

## 3. Would You Take My Picture, Please?

مُمْكِن تَصَوِّرَنِي مِن فَظْكَ ؟

George is an American tourist visiting Cairo. He asks Ibrahim, an Egyptian passerby, to take his picture inside a mosque. Ibrahim tells him that taking photographs inside the mosque is forbidden, but is permitted outside. The two students playing the roles of George and Ibrahim continue conversing. They discuss other regulations in Egypt (traffic, government work schedules and so on). Of course, the Egyptian invites the American for tea at a coffee shop. Students may take turns playing the roles.

## Activity D

## 1. Solve the Riddle.

حلّ الفُزُورَه •

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence

- ٠١ حاجة بتقعد قدامها عشان تاكل •
- ٠٢ المكان اللي فيه التحف القديمة •
- ٠٣ حاجة صغيرة وتقدر تسوق العربية بيها •
- ٠٤ بياكل ويشرب ويركبوه السياح •
- ٠٥ حاجة صغيره لها صوت وفيها صوره كمان •
- ٠٦ حاجة نحاس بتقدم عليها القهوة للضيوف •
- ٠٧ حاجة بتشربها ساقعه وتاكل معها مزه •
- ٠٨ حاجة صغيرة بتاخذ بيها صور •
- ٠٩ حاجة تركبها عشان تطلع الأدوار اللي فوق •

## ANSWERS

- ٠١ حاجة • ٠٢ مكان • ٠٣ سيارة • ٠٤ سياح • ٠٥ صورة • ٠٦ القهوة • ٠٧ ساقه • ٠٨ صور • ٠٩ ادوار

## Activity D (cont.)

## 2. Charades. • عروستی

After a student has volunteered to leave the classroom, the remaining students select the subject they wish to describe from the list below. When the volunteer says "عروستی" to randomly selected classmates, each offers a clue to help in guessing the subject.

أسانسير	كرسي عربية	تلفون
طيارة	كرسي مكتب	تلفزيون
	كرسي بأيدین	راديو

## 3. Let's Play! يَا لَّا نَلْعَبُ !

Students act out the roles in the following situations.

Situation 1: George and Karen are American tourists visiting Egypt. The couple is discussing one-day tours of Cairo with Salim, a travel agent. Salim presents them with two tour itineraries and the cost of each. The couple selects one and pays Salim for the tour.

Situation 2: Samir is an Egyptian student at the Naval School in Monterey. Fred is his American friend. The two friends are chatting about the different means of transportation in Egypt and in the United States. The conversation covers all means of transportation used, in big cities as well as the countryside, in both countries.



## Activity A

## 1. Listen Carefully. اِسْمَعْ كَوَيْسَ .

Students are to listen to the following paragraph read by their teacher. Then, they are to draw a line on the DLI map on the next page showing the route used by the sergeant.

الرفيق ادوارد طالب في معهد الدفاع لِلُّغَات ومعه عيلته . هم ساكنين في المبنى ٥٥٣ . هو دخل بعربيته من بوابة شارع المدفعية الساعة سبعة الصبح ومشى في شارع العريف أيونج ووقف عند محطة البنزين لأن العربية عاوزه بنزين . وبعدين مشى في شارع العسكري بوليو على طول لحد المبنى ٥٥٣ . بعد الساعة ثمانية هو وعيلته مشوا من بيتهم للمستشفى عشان ابنه كان تعبان ، وبعدين راحوا دكان البقال (PX) وبعدين راحوا البيت .

## 2. I Am Lost! أَنَا تَايِه !

Students are to study the map and list of roads and buildings on the next two pages until they can give directions in Arabic. Then, each student is to start a conversation with a partner. The following questions may be used to help the pair get started.

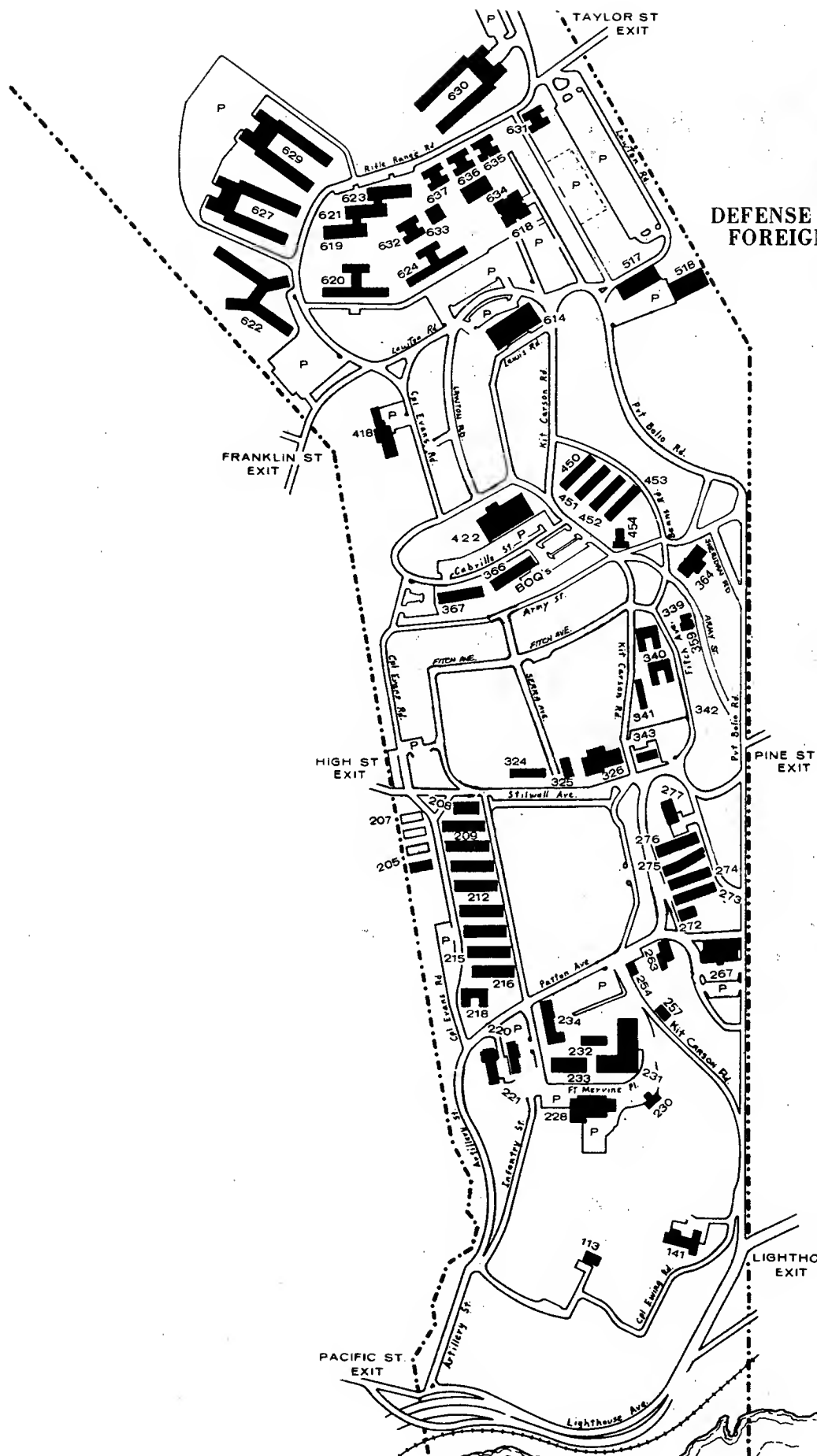
- ١ . فين المستشفى من فضلك ؟
- ٢ . بتدخل المدرسة كل يوم من انهي بوابة ؟
- ٣ . لو انت دلوقتى في المبنى ٢١٤ حتروح المستشفى ازاى ؟
- ٤ . انهي أقرب بوابة لمركز القيادة ؟
- ٥ . المطبخ الدولي في انهو شارع ؟ ونمرته كام ؟

## 3. When Did You Arrive? وَصَلْتُ إِمْتَى ؟

Each student is to state to the class the date and time he/she arrived at DLI. Then, students are to take turns naming the streets they used and the buildings they entered on their first day at DLI.



DEFENSE LANGUAGE INSTITUTE,  
FOREIGN LANGUAGE CENTER



# DEFENSE LANGUAGE INSTITUTE, FOREIGN LANGUAGE CENTER

A COMPANY & A COMPANY		LOGISTICS DIVISION	231
DINING FACILITY	630	MARINE LIAISON	622
ACADEMIC LIBRARY	618	MILITARY PERSONNEL	
AIR FORCE, OLPM		BRANCH	622
93rd CSG (SAC)	627		(Second Floor)
AIR FORCE 3483rd SCHOOL		MUSEUM	113
SQUADRON (ATC)	627	NAVY LIAISON	629
ASIAN/MID EAST GROUP	621, 624	NCO/EM CLUB	221
BANKING FACILITY	263	OFFICERS CLUB	326
BARBER SHOP	267	PACKAGE STORE	263
BILLETING OFFICE	366	PHOTO LAB	618
BOWLING ALLEY	220	POST EXCHANGE	267
BOQ	367	POST LIBRARY	517
C COMPANY	622	POST OFFICE	272
	(First Floor)	POST THEATER	208
C COMPANY DINING FACILITY	629	PUBLIC AFFAIRS OFFICE	614
CENTRAL MAIL ROOM	614	PROTOCOL/VISITOR SUPPORT	614
CIVILIAN PERSONNEL OFFICE	614	PX ANNEX (BOOK STORE)	517
CHAPEL	325	PX RENTAL	257
CHILD CARE CENTER	234	RECREATION CENTER	517
COMMANDANT'S OFFICE	614	RECREATION CENTER, INFORMATION,	
CRAFT SHOP	141	TICKET & TOUR OFFICE	51
CREDIT UNION	263	REGISTRAR	614
DEPUTY POST COMMANDER	277	RESOURCE MANAGEMENT	614
DIRECTOR OF SUPPORT	614	ROMANIC/GERMANIC GROUP	620
DIRECTOR OF TRAINING	614	SECURITY OFFICE	277
DIRECTOR OF TRAINING		SERVICE STATION	230
DEVELOPMENT	614	SLAVIC GROUP	633
DISPENSARY/DENTAL CLINIC	422	SNACK BAR S	517, 212
DVQ	364	SPORTS ARENA	288
FILM LIBRARY	418	STAFF DUTY OFFICER/NCO	614
FINANCE (ARMY)	622	TASC	418
	(Basement)	TIN BARN	518
GUEST QUARTERS	359, 219	THRIFT SHOP	205
HEADQUARTERS and		TRANSPORTATION/SATO	622
HEADQUARTERS COMPANY	629	TROOP COMMAND	622
INSPECTOR GENERAL	277		(Third Floor)
INTERNATIONAL COOKERY	341	YOUTH CENTER	454
LIBRARY LEARNING CENTER	618		
LOCATOR	614		

## Activity B

## 1. Interview with a Commanding Officer. حوار مع القائد .

Student 1 plays the role of a commanding officer of a military unit. Student 2 is a radio station reporter who is interviewing the commanding officer on the air. Student 1 must prepare a line and block chart showing the number of his/her staff officers, their ranks, units and duties. Students may look to pages 29 and 31 in Module 5 for examples of line and block charts. Student 2 will prepare a number of related questions before starting the interview. The teacher will assign a third student to take notes and afterwards summarize the conversation for the class. Students may take turns playing the roles.

## 2. Tail the Spy. إتبع الجاسوس .

Student 1 plays Mahmoud, an intelligence officer who's assigned to tail a suspected spy. Student 2 plays his commanding officer who asks Mahmoud if he obtained any concrete evidence (ie., photographs, phone conversations), on the suspected spy in the last 24 hours. The CO will also ask Mahmoud to account for his business expenses during the assignment. Student 1 may use the following timetable to organize his response on the spy's activities. Students may take turns playing the roles.

to work	7 a.m.	left work	4:45 p.m.
to lunch	11:30 a.m.	went home	1:30 a.m.

## 3. Congratulations on the Promotion. مبروك الترقية .

Each student is to imagine that he/she has been promoted. After pairing off, students are to open their conversations with the expression, "مبروك الترقية". The conversation must cover the following:

The new rank

The date of the previous promotion

Salary before and after the promotion

Plans for the extra money

If he/she likes being promoted every year

Whether or not to throw a party

## Activity C

1. Did Gamal Find Samir?

جمال لقي سمير ؟

The teacher will divide the class into two groups. Each group will choose a speaker and select a card number. Group A's speaker will inform the teacher of his/her group's selection from the card numbers below and answer questions posed by Group B's speaker. Group B's speaker must try to guess the selected card number in two questions only. The two groups will take turns following each round. Each student may take a turn at playing the speaker. The teacher will keep score.

CARD 1

العقيد جمال من اللواء الثالث مشاة  
مع المقدم سمير من اللواء الثالث  
مدفعيه

CARD 2

المقدم سمير من اللواء الثالث مشاة  
مع العقيد جمال من اللواء الثالث  
مدفعيه

CARD 3

الملازم جمال من الكتيبة التاسعة  
مهندسين مع الملازم أول سمير من  
الشرطة العسكرية

CARD 4

الرتيب جمال من الكتيبة التاسعة  
مهندسين مع الرقيب سمير من الشرطة  
العسكرية

CARD 5

العميد جمال قائد سلاح الإشارة  
مع المقدم سمير قائد الكتيبة  
الثالثة مشاة

CARD 6

المقدم جمال قائد الكتيبة الثانية  
مشاة مع العميد سمير قائد سلاح  
الإشارة

CARD 7

الرتيب جمال من الشرطة العسكرية  
مع الملازم سمير من الكتيبة التاسعة  
مهندسين

CARD 8

الملازم أول جمال قائد السرية الثانية  
مدرعات مع الرقيب سمير من سرية  
التشهيلات

CARD 9

المقدم سمير قائد الكتيبة الرابعة  
خدمات طبيه مع الملازم أول جمال  
قائد السرية الثالثة مدرعات

CARD 10

اللواء جمال قائد الفرقة الثالثة  
مشاة مع المقدم سمير قائد الكتيبة  
الثالثة مدفعيه

## Activity C (cont.)

## 2. Charades. • عروستی

After a student has volunteered to leave the classroom, the remaining students select the subject they wish to describe from the list below. When the volunteer says "عروستی" to randomly selected classmates, each offers a clue to help in guessing the subject. Students may use the drawings on pages 144 and 145 of Module 5 as visual aids for their clues.

مدمرة	غواصة
كاسحة الغام	زورق طوربيد
حاملة طائرات	طرادہ

## 3. Whisper a Secret. • وشوشني

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## Activity D

## 1. Let's Play!

يَا لَا نَلْعَبُ !

Students act out the roles in the following situations.

Situation 1: A captain of a rescue ship has been asked to save a disabled ship located 20 miles from the entrance of the port of Alexandria. The captain of the rescue ship is calling on the captain of the disabled vessel for more information about the situation.

Situation 2: An American is asking his Egyptian friend about the Egyptian Air Force. The Egyptian answers his questions, then asks him about the U.S. Air Force.

Situation 3: A seaman tells his colleague the story of a navy recruit who drowned yesterday. The conversation covers the when, where, why, who and how of the drowning.

## 2. Do Your Remember?

انت فَاكِّرْ وَلَا لَا ؟

Students sit in a circle. The first student, سمير , chosen at random, declares what he/she has for sale.

Example: أَنَا بَيْعَ صَوَانِي ( سراير / صور )

The next student in the circle, and each in turn, also declares what he/she has for sale. After all the students have declared what they are selling, the first student, سمير , announces, "حسن بَيْعَ سَرَايِر", naming whatever the second student declared previously. The second student must then remember and declare what the third student in the circle is selling and so on. Any player who fails to remember what his/her neighbor has for sale is out of the game. In the second round, the first student, سمير , announces what the next two students have for sale and so on.

Example:

سمير : حسن بَيْعَ سَرَايِر وسعاد بَيْعَ صَوَر .

## Activity A

## 1. Whisper a Secret.

• وَشْوَشْنِي

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## 2. Basic Training Tales.

• اِتْدَرَبْتْ فِين ؟

Each student tells the class about his/her experience during basic training. The teacher assigns two students to take notes during the presentations. Afterwards, they'll give the class a summary of the presentations.

## 3. You Are Wrong.

• اَنْتَ غُلْطَانْ

The class is divided into two groups. A student from the first group accuses a student from the second group of doing something wrong. The accused either gives an acceptable reason to justify his/her behavior or admits his/her mistake and says معلّش انا غلطان "Sorry, I was wrong." Some sample accusations follow:

- ١ سمير سمع ان صاحبه في المستشفى ومراحش يزوره
- ٢ ابراهيم هو اللي خسر العربية بتاعتى
- ٣ سعيد هو اللي كسر شبك الفصل
- ٤ سليم ماطفاش نور الفصل قبل ما يروح
- ٥ سعاد هي اللي خدت كتاب المدرس



## Activity B

## 1. Where Are We Going?

حَسَافِر فِين ؟

Two students play the roles of two Egyptian friends who are planning a trip somewhere in Egypt together. The two look at the train schedule which follows to plan their trip itinerary. Their discussion should cover the points below. Students may take turns playing the roles.

Where they will go

How many cities to visit

How many days to spend in each city

How much money they'll need

The exact time of their departure and return

Where and when they'll meet before boarding the train

من → الى		محطة القاهرة		من → الى	
محطة	قيام	وصول	قيام	وصول	محطة
اسكندريه	٠٧,٣٠	١١,٠٠	١١,٣٠	١٢,٤٥	اسكندريه
طنطا	٠٩,١٠	١١,٣٠	١٢,٠٠	١٤,١٥	طنطا
اسيوط	١٠,٤٥	١٥,١٥	١٦,٠٠	٢٠,٥٥	اسيوط
الأقصر	٠٨,٣٠	١٧,٤٠	١٢,٠٠	٢٢,٠٠	الأقصر
اسوان	٠٧,٠٠	١٧,٤٠	١١,٣٠	٢٣,٣٠	اسوان

## 2. Detail the Maneuver.

إِشْرَحِ الْمُنَاوَرَةَ .

Two students play the roles of a commanding officer and his/her operations officer who are discussing the details of an upcoming maneuver. They talk about the number of units, type of units and the objective of each unit participating in the maneuver. They are to prepare a transparency showing the number and the position of their units before starting the conversation. Students may take turns playing the roles.

## Activity C

## 1. Complete the Story.

كَمَلُ الْحِكَايَةِ .

The teacher will begin by reading the opening line (below) of a story to which each member of the class will add a line. Students are allowed one minute to prepare their lines. One student takes notes throughout the exercise and afterwards summarizes the story for the class.

١. العقيد سالم أمر الكتيبة الثالثة بالهجوم على ...

٢. الملازم طيار سعيد خذ أوامر الطلعة بتاعته من ...

٣. ابراهيم رَوَّح الساعة ٩ بالليل ، ولما وُتِعَ النور شاف ...

## 2. A Severe Storm.

عَاصِفَةٌ جَآئِدَةٌ قَوِيَّةٌ .

Students are to imagine that a severe storm hit Monterey yesterday. Three students play the roles of commanding officers of an army camp, an airfield and a navy base who describe the impact of the storm on their bases. Another three students play the roles of newspaper reporters. The reporters ask the officers questions about the storm and the damages sustained by each installation. Students may take turns playing the roles.

## Activity C (cont.)

## 3. Solve the Riddle.

حلّ الفُزْزُوه .

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence.

- ١ . حاجة موجودة في البحر وممكن تَكُسر المركب .
- ٢ . مكان في البحر بتطلع وتخش منه المراكب للمينا .
- ٣ . حاجة تقيله بترميها المركب في الميه لما تقف .
- ٤ . حاجة في المطار بتقول لك عن مكان الطيارة وهي طايره .
- ٥ . بندقية كبيره بتضرب ذخيره كثيره وبسرعه قوي .
- ٦ . حاجة عَائِمَه (floating) على الميه جنب المنار عشان المراكب تشوفها .
- ٧ . حاجة في المينا عشان المراكب تقف جنبها والناس تمشي عليها .
- ٨ . عربية بيركبها المتعور عشان يروح المستشفى .

## ANSWERS

- ١٠ . مركب قديم . ٧٠ . قارب صيد . ٨٠ . قارب سياحه . ٩٠ . قارب سياحه . ١٠٠ . قارب سياحه . ١١٠ . قارب سياحه . ١٢٠ . قارب سياحه . ١٣٠ . قارب سياحه . ١٤٠ . قارب سياحه . ١٥٠ . قارب سياحه . ١٦٠ . قارب سياحه . ١٧٠ . قارب سياحه . ١٨٠ . قارب سياحه . ١٩٠ . قارب سياحه . ٢٠٠ . قارب سياحه . ٢١٠ . قارب سياحه . ٢٢٠ . قارب سياحه . ٢٣٠ . قارب سياحه . ٢٤٠ . قارب سياحه . ٢٥٠ . قارب سياحه . ٢٦٠ . قارب سياحه . ٢٧٠ . قارب سياحه . ٢٨٠ . قارب سياحه . ٢٩٠ . قارب سياحه . ٣٠٠ . قارب سياحه . ٣١٠ . قارب سياحه . ٣٢٠ . قارب سياحه . ٣٣٠ . قارب سياحه . ٣٤٠ . قارب سياحه . ٣٥٠ . قارب سياحه . ٣٦٠ . قارب سياحه . ٣٧٠ . قارب سياحه . ٣٨٠ . قارب سياحه . ٣٩٠ . قارب سياحه . ٤٠٠ . قارب سياحه . ٤١٠ . قارب سياحه . ٤٢٠ . قارب سياحه . ٤٣٠ . قارب سياحه . ٤٤٠ . قارب سياحه . ٤٥٠ . قارب سياحه . ٤٦٠ . قارب سياحه . ٤٧٠ . قارب سياحه . ٤٨٠ . قارب سياحه . ٤٩٠ . قارب سياحه . ٥٠٠ . قارب سياحه . ٥١٠ . قارب سياحه . ٥٢٠ . قارب سياحه . ٥٣٠ . قارب سياحه . ٥٤٠ . قارب سياحه . ٥٥٠ . قارب سياحه . ٥٦٠ . قارب سياحه . ٥٧٠ . قارب سياحه . ٥٨٠ . قارب سياحه . ٥٩٠ . قارب سياحه . ٦٠٠ . قارب سياحه . ٦١٠ . قارب سياحه . ٦٢٠ . قارب سياحه . ٦٣٠ . قارب سياحه . ٦٤٠ . قارب سياحه . ٦٥٠ . قارب سياحه . ٦٦٠ . قارب سياحه . ٦٧٠ . قارب سياحه . ٦٨٠ . قارب سياحه . ٦٩٠ . قارب سياحه . ٧٠٠ . قارب سياحه . ٧١٠ . قارب سياحه . ٧٢٠ . قارب سياحه . ٧٣٠ . قارب سياحه . ٧٤٠ . قارب سياحه . ٧٥٠ . قارب سياحه . ٧٦٠ . قارب سياحه . ٧٧٠ . قارب سياحه . ٧٨٠ . قارب سياحه . ٧٩٠ . قارب سياحه . ٨٠٠ . قارب سياحه . ٨١٠ . قارب سياحه . ٨٢٠ . قارب سياحه . ٨٣٠ . قارب سياحه . ٨٤٠ . قارب سياحه . ٨٥٠ . قارب سياحه . ٨٦٠ . قارب سياحه . ٨٧٠ . قارب سياحه . ٨٨٠ . قارب سياحه . ٨٩٠ . قارب سياحه . ٩٠٠ . قارب سياحه . ٩١٠ . قارب سياحه . ٩٢٠ . قارب سياحه . ٩٣٠ . قارب سياحه . ٩٤٠ . قارب سياحه . ٩٥٠ . قارب سياحه . ٩٦٠ . قارب سياحه . ٩٧٠ . قارب سياحه . ٩٨٠ . قارب سياحه . ٩٩٠ . قارب سياحه . ١٠٠٠ . قارب سياحه .

## Activity D

1. What Is Your Favorite TV Program?      ايه برنامج التليفزيون اللي بتحبه ؟

Each student will talk about his/her favorite TV program. Students will mention the program's name, the time it is on, actors and why they like it. Two students will take notes throughout the presentations. Afterwards, they'll summarize the presentations for the class in Arabic.

2. Charades.      عروستی •

After a student has volunteered to leave the classroom, the remaining students select the subject they wish to describe from the list below. When the volunteer says "عروستی" to randomly selected classmates, each offers a clue to help in guessing the subject.

كازينو

كنيسة

سينما

جامع

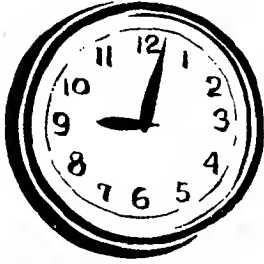
دكان

## Activity D (cont.)

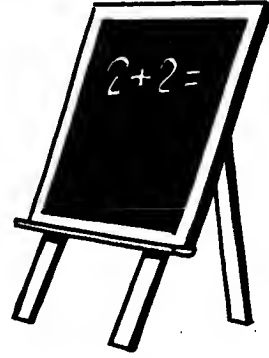
## 3. Describe Your Classroom.

• اوصف فصلك .

In one sentence or more, each student is to describe the classroom and its contents. Students may compare their classroom with the classroom next door.



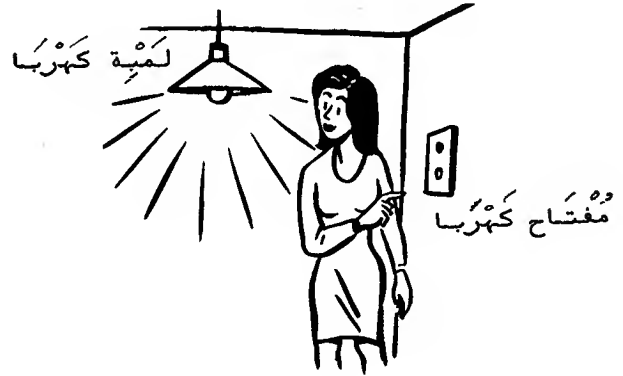
ساعة حائط



تخته

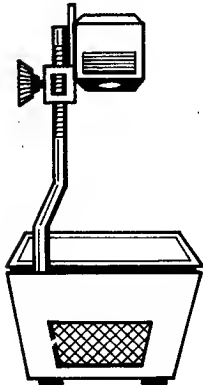


طباشير

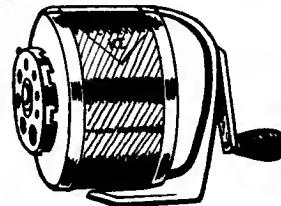


لمبة كهرباء

مفتاح كهرباء



جهاز بروجكتور



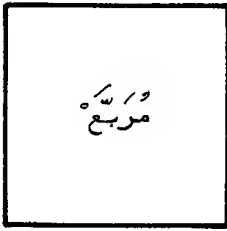
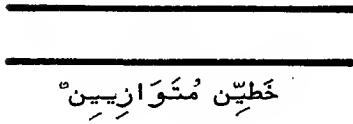
برایه

## Activity A

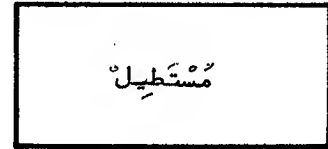
## 1. Draw the Object.

ارسم الشكل الموصوف .

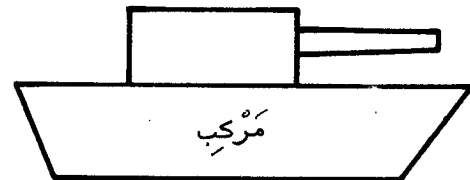
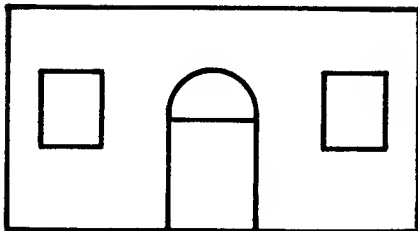
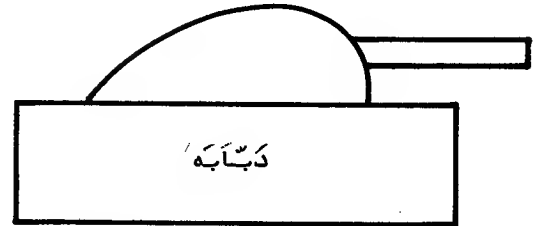
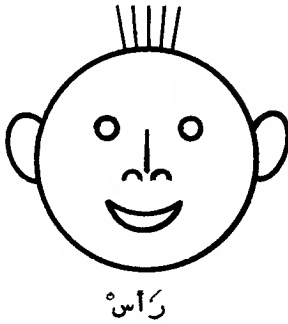
Students will familiarize themselves with the Arabic names for the geometric shapes below. Then, with their books closed they will listen as their teacher describes an object below using the new terms. Next, each student will use the new terms to describe an object to his/her classmates. (A student may use one of the objects below or an object of his/her own design to describe to the class.) Students are to draw the object, as it is described by their classmate, on a sheet of paper. The first student to guess what the object is wins.



نِصْفُ دَائِرَةٍ



Objects:



## Activity A (cont.)

## 2. Help, Please!

إِلْحَقْنِي وَحَيَاتِكَ !

Students are to imagine that they have CB (citizens band) radios in their cars. After the teacher has organized the class into pairs, he/she will assign each pair one of the situations below to act out in front of the class. Students start their conversations with the expression, "إِلْحَقْنِي وَحَيَاتِكَ !".

Situation 1: Student 1 is driving on Highway 1, near Fort Ord, when his/her car stalls. The mechanical problem is unknown, so Student 1 places a call to Student 2 for help.

Situation 2: Student 1 is out shopping when he/she suddenly feels ill. Student 1 can't drive home, so he/she calls Student 2 to bring his/her spouse to help.

Situation 3: Student 1 is a doctor who gets a call from his/her patient, Student 2, whose son is very ill. Student 1 advises Student 2 to take the boy to the hospital and that he/she will meet them there.

Situation 4: Student 1 is commanding officer of a military base, and Student 2, a staff officer who is calling the CO about an emergency. (Students shouldn't use "إِلْحَقْنِي وَحَيَاتِكَ" for this situation.)

## Activity B

## 1. Win the Battle.

إِكْسَبُ الْمَعْرَكَةَ .

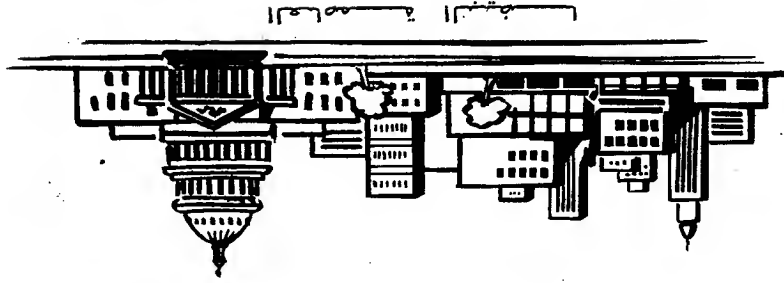
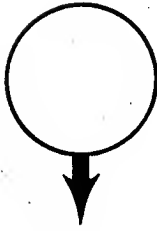
The object of the game is to reach the opponent's capital first. Two students will need a card deck (prepared according to the instructions below), two small coins to chart their moves and the following map. The teacher will act as the referee. To prepare the card deck, the students record the moves listed below on separate pieces of paper. The deck is shuffled and placed on a table between the two players. The winner of a coin toss will choose who draws the first card. The two players are to take turns drawing a card and ordering each other to perform the move as stated on the card. The referee oversees the game and assures that each player complies with the instructions on the cards. If a player is ordered to retreat, but cannot move backward, the referee will deduct the move from the player's next turn. Students are to take turns playing the game.

- ٠١ . اِتَّقَدِّمْ خُطَّ وَاحِد .
- ٠٢ . اِتَّقَدِّمْ خُطَّيْن .
- ٠٣ . اِتَّقَدِّمْ ثَلَاثَ خُطُوط .
- ٠٤ . اِتَّقَدِّمْ خُطَّ وَالْعَبْ دُورَ تَانِي .
- ٠٥ . اِتَّقَدِّمْ خُطَّيْن وَالْعَبْ دُورَ تَانِي .
- ٠٦ . لَغْمٌ ، اِفْضَلْ فِي مَكَانِكَ مَا تَتَحَرَّكُش .
- ٠٧ . قَتِيلَةٌ ، اِنْسَحِبْ خُطَّ وَاحِد .
- ٠٨ . دَبَّابَةٌ ، اِنْسَحِبْ خُطَّيْن .
- ٠٩ . غَارَةٌ جَوِّيَّةٌ ، اِنْسَحِبْ اِلَى الْعَاصِمَةِ .



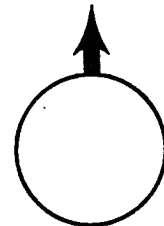
Win the Battle

وَأَكْسَبَ الْمُعْرَكَ






العاصمة الخضراء



## Activity B (cont.)

## 2. Interrogate the Prisoner.

• حَقِّقْ مَعَ الْأَسِيرِ

Two students play the roles of an interrogator and a prisoner of war. The interrogator asks the prisoner his/her name, rank, unit and so on. Also, he/she must try to get some information about the PW's unit's strength and plans. Students may take turns playing the roles.

## Activity C

## 1. Charades.

• عُرُوسَتِي

After a student has volunteered to leave the classroom, the remaining students select the subject they wish to describe from the list below. When the volunteer says "عُرُوسَتِي" to randomly selected classmates, each offers a clue to help in guessing the subject.

بندقية

مدفع

بوصلة

مسدس

منقلة

ساعة

مسطرة

## 2. Search for the Reason.

• فَتِّشْ عَنِ السَّبَبِ

Students write down the first four Arabic words that come to mind. Then, they take turns reading their lists to the class. The teacher will ask each student the reason behind his/her choices.

Example:

Student: عَرَبِيَّة / ظَاهِيَّة / عَرِيف / بَيْت

Teacher: كَتَبْتَ كَلِمَةً عَرَبِيَّةً لِيَه ؟

Student: عَشَانْ عَاوَزْ اشْتَرَى عَرَبِيَّة

## 3. Once I Had a Problem.

• مَرَّةً كَانَ عِنْدِي مُشْكَلُهُ

Each student tells the class about a problem he/she has encountered and how he/she overcame it. Two students take notes during the presentations and afterwards report on them to the class.

## Activity D

## 1. Solve the Riddle.

حلّ الفُزُورِ .

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence.

- ١. حاجة مكتوب عليها ارقام ويترسم بيها خط .
- ٢. حاجة مكتوبه ويتبعها بالاسلكي .
- ٣. معاملة وحشه بتعمل كدمات .
- ٤. عسكري من عساكر العدو في المعتقل .
- ٥. طريق بيمشي عليه القطر .
- ٦. حاجة بتقيس بيها درجة حرارتك .
- ٧. حاجة على شكل نص دايره وبتقيس بيها الزاوية .
- ٨. ورقة مكتوب عليها اسمي ناس كتير تحت بعض .

## ANSWERS

- ١. حاجة مكتوب عليها ارقام ويترسم بيها خط .
- ٢. حاجة مكتوبه ويتبعها بالاسلكي .
- ٣. معاملة وحشه بتعمل كدمات .
- ٤. عسكري من عساكر العدو في المعتقل .
- ٥. طريق بيمشي عليه القطر .
- ٦. حاجة بتقيس بيها درجة حرارتك .
- ٧. حاجة على شكل نص دايره وبتقيس بيها الزاوية .
- ٨. ورقة مكتوب عليها اسمي ناس كتير تحت بعض .

## Activity D (cont.)

## 2. What Does Your Classmate Look Like?

زميلك شكله ايه ؟

A student describes one of his/her classmates to the rest of the class. The students draw the person being described on a sheet of paper. The first student to guess the identity of the classmate is the winner. Students may take turns describing one another. The following words and expressions may be used to describe a human body and face.

she is beautiful	هو / هي شكلها حلو
or	
she has a pretty face	هو / هي وشها حلو
big belly	كرشه كبير
heavyset	تخين
slim	رفيع
tall	طويل
short	قصير
blond hair	شعر أصفر
black hair	شعر أسود
eyeglasses	لابس نظاره
beard	عنده دقن
mustache	عنده شنب

## Activity A

## 1. How Is He/She Dressed?

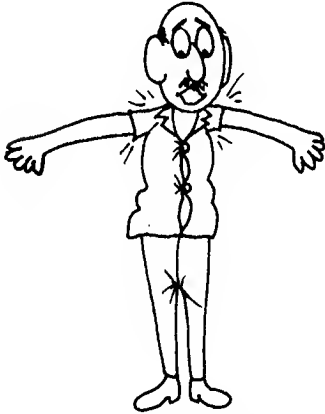
هو لابس ازاي ؟

Each student describes the clothes of a classmate. The description must include the name, color and condition of each item. Each student will also state whether or not he/she admires the way his/her classmate is dressed and why. (If the students are all dressed alike, they are to imagine that the classmate is at the beach, a formal dinner and so on.)

## 2. I Don't Like This Suit.

البدله دي مش عجباني .

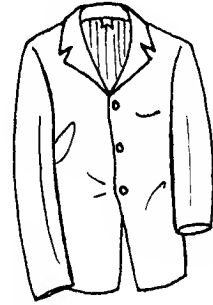
Two students play the roles of a customer and a salesclerk at a department store. The customer is returning a suit which he/she purchased the day before. He/she is to explain the reason for the return using the terms below. The clerk is trying to please the customer and promises to tailor the suit to fit him/her. Students may take turns playing the roles.



قميص ضيق



بنطلون واسع



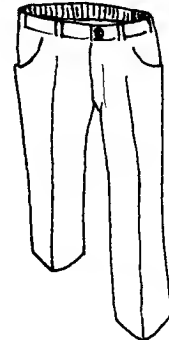
كم قصير



بنطلون قصير



بنطلون طويل



رجل طويله

## Activity A (cont.)

## 3. Whisper a Secret.

وَسْوَشْنِي .

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## Activity B

## 1. Listen Carefully.

إِسْمَعْ كَوَيِّس .

With their books closed, students are to listen to the following conversation read by their teacher. The teacher will then ask the students questions based on it. Students should try to guess the meaning of any new vocabulary words by listening to each sentence as a whole. If necessary, students may take notes while they listen.

- مبروك يا سعد البيت الجديد . انت اشتريته امتى ؟
- الف شكر يا جمال ، انا اشتريته الشهر اللي فات .
- اتفضل شرفنا عشان تتفرج عليه .
- ان شاء الله . مش هو البيت الخشب الأحمر (redwood) اللي في آخر شارع هوفمان (Hoffman) .
- ايوه ، هو بيت دورين والسور بتاعه لونه بُني (brown) .
- هو فيه كام أوده ؟
- الدور الأرض فيه أودتين نوم وأوده جلوس كبيرة فيها دُفَّايَه (fireplace) ومطبخ وحمام .
- وفيه سَلَامٍ (steps) من جوّه بتطلع على الدور الثاني ؟
- ايوه فيه سَلَامٍ حَدِيد (iron stairway) جنب المطبخ تطلعك على أودتين نوم تانيين وحمام .
- بتقدر تشوف البحر من الدور الثاني ؟
- ايوه ، ده انا عندي بَلْكَوَنَه (balcony) حلوه قوى في أودة النوم بتبص على البحر .

## Activity B (cont.)

## Questions

١. هو حيطان بيت سعد مبنية بالاسمنت ؟

٢. بيت سعد فيه كام أوده ؟

٣. نفتكر بيت سعد بعيد عن البحر ؟

٤. سور البيت لونه ايه ؟

٥. سعد بيطلع للدور الثاني بأسانسير ؟

٦. فيه كام حمام في البيت ؟

٧. نفتكر سعد مبسوط من بيته الجديد ؟

## 2. The Headquarters Building. مبنى مركز القيادة

Each student says one sentence aloud to describe either the exterior or the interior of the DLI Headquarters building. The teacher assigns one student to record the descriptions of the exterior and a second student to record the descriptions of the interior. At the conclusion of the exercise, the two recorders summarize their notes for the class.



## Activity C

## 1. Mission Accomplished.

مُهْمَةٌ نَاجِحَةٌ .

The teacher gives each student one of the assignments below and fifteen minutes to complete it. (Some of the assignments require advance preparation by the teacher.) After the students have completed their assignments, the teacher will ask them individually to report on their activities to the class.

- ٠١ روح المكتبة وجيب من هناك كتاب عربي يعجبك وتعال قول لنا ايه اسم الكتاب وبيعجبك ليه ولازم ترجع بسرعه .
- ٠٢ اطلب الأستاذ الصفواني بالتليفون نمرة ٨٢٦٣ وقول له انك من تلامذتي وعاوز تزوره في مكتبه وخذ منه ميعاد وتعال قولنا قال لك ايه .
- ٠٣ روح مكتب رئيس القسم العربي واطلب من السكرتيرة بتاعته ميعاد عشان تقابله وتعال قول لنا الميعاد امتي .
- ٠٤ آدي دولار أهو، روح اشترى باكو حلويات (Lifesavers) وبعدين إدي لكل واحد حته وقول لنا اشترتها بكام ورجع الباقي .
- ٠٥ خد معاك مسطره وروح عدّ السلالم اللي بين الدور الأول والدور الثاني في المبني اللي انت فيه دلوقتى وتعال قول لنا عددهم كام ، والسلمه طولها وعرضها قد ايه .
- ٠٦ روح المعمل وهات الشرايط (tapes) اللي مكتوب عليها إسمي اللي حتلاقيها على الترابيزة الكبيره وعدّ الشرايط اللي مش مكتوب عليها اسمي وتعال بسرعه قول لنا عددها كام .
- ٠٧ خد الكتب ده وروح حطه على مكتبي في الأوده نمرة — وعد فيه كام كتاب وجرنال عربي ، وكام كتاب وجرنال انجليزي على المكتب وتعال قول لنا عددهم .
- ٠٨ روح القهوة اللي في المدرسة (cafeteria) وعدّ فيه كام ترابيزه وكام كرسي هناك وتعال قول لنا العدد بسرعه .



## Activity C (cont.)

٩٠ روح القهوة اللي في المدرسة (cafeteria) وشوف التراييزات اللي هناك لونها

ايه والكراس لونها ايه وتعال قول لنا • وكمان جيب معاك شوكه وسكينة

• وملعقة بلاستيك (plastic)

١٠ روح المكتبة وشوف القاموس الأنجليزى الكبير

(Webster's Third Edition International) اللي هناك فيه كام صفحة وتعال

قول لنا بسرعة •

## 2. Whom Do You Transfer First?

تَنْقُلْ مِينِ الْأَوَّلِ؟

Each student takes a turn playing the role of a commanding officer of a military base. The CO has just received an order from headquarters requesting the immediate transfer of 100 soldiers from his/her base to the front line. At the same time, the commanding officer must transfer 50 wounded soldiers from his/her base to a nearby hospital. The problem is that the CO has only one transport helicopter which has a maximum capacity of 50 persons. Each student states to the class which group he/she will transfer first and why.

## Activity D

## 1. Report the Enemy's Activities.

رَاقِبْ تَحَرُّكَاتِ الْعَدُوِّ •

Each student imagines that his/her submarine is 20 miles from the enemy's port. In one sentence, each student is to report on the enemy's activities at its port to his/her commanding officer (the teacher). The same exercise may be repeated to describe the enemy's airfield or army base activities.

## Activity D (cont.)

## 2. Solve the Riddle.

حلّ الفزّوره .

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence.

١. حاجة بتخلّي الطيارة تحود يمين وشمال .
٢. المكان اللي يتخط فيه البنزين للطيارة عشان تطير .
٣. حاجة بتاكل بيها اللحمه وما تقدرش تاكل بيها الشوربه .
٤. حاجة بيعملها العدو عشان ما تقدرش تسمع الاتصال اللاسلكي .
٥. حاجة بتعمل فيها سور وقينها شوك .
٦. حاجه بتلبسها في راسك في وقت المعركة .
٧. هدوم بتلبسها تحت القميص والبنطلون .
٨. حاجة بتمشي على المية وتحت المية .

## ANSWERS

١٠. هكسلا . ٧٠. رجب . ٨٠. كعب . ٩٠. قمره حمر . ٥٠. هكسلا . ٣٠. هكسلا .
١٠. هكسلا . ٨٠. كعب . ٩٠. قمره حمر . ٥٠. هكسلا . ٣٠. هكسلا .

## Activity A

## 1. Why Are You Going Home?

إِنَّتْ مَسَافِرْ بَلَدَكْ لِيَهْ ؟

The object of the game is to locate a city or a region on the map of Egypt and discuss it. Student 1 locates a city or a region on the map, points to it and asks, "انت من طنطا مش كده ؟". Student 2 responds and repeats the geographical name. Student 1 asks, "ومسافر طنطا ليه ؟", and Student 2 replies. The game will be repeated by another pair until everyone in the class has taken a turn.

## 2. What Do You Think?

رَأْيُكَ إِيَّاهْ ؟

Students are to respond in a variety of ways to a teacher-initiated statement. The teacher may use any of the learning objectives covered in Module 9 to initiate the students' responses.

## Example:

- Teacher: أنا حاسافر اسكندرية .
- Student 1: كويس قوي . وانا كمان .
- Student 2: حاسافر امتى ؟
- Teacher: يوم الجمعة .
- Student 3: اسكندرية بلد جُلُوه قوي .

## Variation:

Students take turns contradicting their teacher's statement.

## Example:

- Teacher: الجو جُلُوه قوي النهاردة .
- Student: لا، الدنيا برد شوية .

## Activity B

## 1. Brag About Yourself.

دي فشرة طبعاً .

Each student will list three of his/her good qualities to the class.  
A classmate responds to each statement.

Example:

Student 1:

• أنا أقدر أشيل عريّة بإيد واحد .

Student 2:

دي فشرة طبعاً

Student 1:

• أنا أقدر أجري من مصر لاسكندرية .

Student 2:

أيوه أنا جريت معاه

## 2. Secure a Loan.

وَأَفِقْ عَلَى السُّلْفَةِ .

Students work in pairs to play the roles of a bank loan officer and an engineer. Students have five minutes to prepare their presentations before acting out the roles for the class. The conversations are to cover the following:

The amount of money the engineer needs to borrow

The name of the product to be manufactured

Where the factory will be located

The amount of money to be used for equipment

The country where the equipment will be purchased

Anticipated revenues when the factory is functioning

Plan for repayment of the loan (ie., amount of monthly or yearly installments)

## 3. Words on Weather.

إِزَّايَ الْجَوُّ هُنَاكَ .

Each student talks about the geography and the weather common to his/her home state. The presentations must cover the weather conditions of each season of the year. The teacher will assign one student to take notes during the presentations and afterwards summarize them for the class.

## Activity C

## 1. Samir Is Packing His Suitcase.

سمير يَحضّر سُنْطَةَ السَّفَرِ.

Samir is going on a trip and must pack his suitcase. After the teacher has named the city or region where Samir will be traveling, each student lists out loud an appropriate item of clothing Samir will need on his trip. The exercise may be modified to reflect different seasons or climates.

## Example:

Teacher: . سمير رايح اسكندرية في الصيف

Student 1: لازم ياخذ مِيَّوَه (swimming suit)

Teacher: . سمير رايح اسكندريه في الشتا

Student 2: لازم ياخذ بَالْطُو (coat)

## Variation:

Samir is a sergeant in the army who is going on a maneuver in the desert near Cairo. Students list out loud the clothing he will need.

## 2. An Election Debate.

مُعْرَكَة إِسْتِخَابِيَّة .

Two students play the roles of candidates running against each other for a district office. They may be from different political parties or from the same party. The candidates are to debate in front of the class. Each candidate will mention his/her plans for the district. The teacher will select a student to play moderator and another student to play secretary. At the end of the debate, the class will vote for the candidate of its choice by a show of hands. The secretary will count the votes and announce the winner.

## 3. History of the United States.

تاريخ امريكا.

Students take turns giving presentations on famous events in American history. Each student is to take a few minutes to prepare his/her report before presenting it orally to the class. The teacher assigns two students to take notes during the presentations. Afterwards, they will summarize the presentations for the class.

## Activity D

## 1. State Your Opinion. رأيك ايه .

The teacher randomly selects students to state an opinion to A or B, and then asks them to defend it.

A السفر بالبحر كويس في الصيف بس .

B السفر بالطيارة أحسن من السفر بالمركب .

A البترول أهم من الذهب .

B الذهب أهم من القمح .

A السياسي اللي سنه كبير أحسن من السياسي اللي سنه صغير .

B الاشتراكيه أحسن من الديمقراطيه .

## 2. Call Your Relative. أطلب واحد قريبك .

Two students play the roles of family members talking on the telephone. The conversation covers all kinds of news (ie., new job, promotion, weather and so on). Students may take turns playing the roles. New expressions follow:

Kiss the kids. بوس العيال . We miss you. وحشتنا قوي .

## Activity D (cont.)

## 3. Describe a Picture.

اَوْصِف الصُّورَةَ دِي .

The teacher brings a picture to class or the students do. Students will use their imaginations to describe it out loud.



## Example:

The students' descriptions for the picture above may include the following:

name	sex and age of her children
age	number of grandchildren
marital status	whom she is talking to
number of children	occupation

## Activity A

## 1. Merry Christmas, Happy New Year.

كُلُّ سَنَةٍ وَأَنْتَ طَيِّبٌ .

Students take turns telling each other where, how and with whom they spent Christmas break. Students are to mention all the Christmas gifts they bought and received. The teacher assigns a student to take notes during the presentations and afterwards summarize them for the class.

## 2. Congratulations!

مَبْرُوكٌ وَعُقْبَالُ الْبَكَارِي !

Each student talks about the last wedding he/she attended. The teacher assigns a student to take notes during the presentations and afterwards summarize them for the class. The following questions are to be covered in the presentations.

مين العريس والعروسه ؟

كان فين الفرغ ؟ وكان امتى بالظبط ؟ وكان فيه زقه ؟

مين حضر الفرغ ؟ ومين كان معاك ؟

كان فيه حفله بعد الفرغ ؟

كلتوا وشربتوا ايه في الحفله ؟

كنت مبسوط في الحفله ؟

ايه احسن حاجه عجبتك هناك ؟

## 3. State Your Opinion.

رَأْيُكَ إِيَّاهُ ؟

The teacher randomly selects students to state an opinion to A or B, and then asks them to defend it.

A الشخص اللي بيصلّي أحسن من اللي ما بيصلّي .

B العربيات الامريكاني احسن من العربيات الياباني .

A الفقير مستريح والغني تعبنا .

B اللي ما بياكلش لحمه صحتة احسن من اللي بياكل لحمه .



## Activity B

## 1. I Am Very Lucky!

انا حظي حلو قوي !

Each student will imagine that he/she has won a million pounds in an Egyptian lottery, لوتريه بمليون جنيه , and explain to the class how he/she will spend the money. Students start by stating, "انا حظي حلو قوي كسبت لوتريه بمليون جنيه"

Example:

• حاشتري عربية رولز رويس

• حاشتري بيت كبير قوي

• حاتجوز واحده من طبقة الذوات

• حابني جامع / كنيسه عشان الناس تطلي

## 2. Complete the Story.

كمل الحكايه .

The teacher will begin by reading the opening line (below) of a story to which each member of the class will add a line. Students are allowed one minute to prepare their lines. One student takes notes throughout the exercise and afterwards summarizes the story for the class.

• ١ حسن عنده عاده وحشه ...

• ٢ سمير بيعلم ولاده في مدارس كويسه ...

• ٣ ابراهيم كان غني قوي وبعدين ...

## 3. What Is the Sound?

صوت ايه ده ؟

A student volunteers to make the sound of one of the following subjects. The rest of the class guesses the subject of the sound the student is producing.

زغاريت

قطر سكه حديد

طيارة

مدفع رشاش

محطة ارسال على الموجة القصيرة

## Activity C

## 1. Solve the Riddle.

حلُّ القُزُورِ •

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed.

- ١. • حازه حلوه بيشربها المصريين في الأفراح •
- ٢. • الفلوس اللي بيدفعها الساكن كل شهر لصاحب البيت •
- ٣. • الراجل اللي بيكتب كتاب العروسه على العريس •
- ٤. • الراجل المسيحي اللي بيرأس الصلاه في الكنيسه يوم الحد •
- ٥. • الجدود وولادهم وولاد ولادهم •
- ٦. • حازه بتخط فيها الاكل وتاكل منها •
- ٧. • شويه ناس اغنيا قوى ومركزهم على في المجتمع •
- ٨. • حاجات وأجهزه بتحتاجها الناس وبتستعملها كل يوم •
- ٩. • الصوت العالي اللي بتعمله الست المصريه في الافراح •

## ANSWERS

١٠. • سكرتيرة •

٥٠. • سكرتيرة •

٢٠. • قهوة •

٨٠. • سكرتيرة •

٧٠. • سكرتيرة •

١٠. • سكرتيرة •

١٠. • سكرتيرة •

١٠. • سكرتيرة •

٣٠. • سكرتيرة •

## Activity C (cont.)

## 2. Birds of a Feather.

الطُّيُورُ عَلَى أَشْكَالِهَا تَقَعُ .

After the teacher divides the class into pairs, students will take turns asking questions to place each other in one of the categories listed below. Each student will then report his/her findings on the partner to the class.

- ٠١ واحد / واحده عَازِبٌ وابوه وامه عايشين .
- ٠٢ واحد / واحده خَاطِبٌ وابوه وامه عايشين .
- ٠٣ واحد / واحده مُتَجَوِّزٌ وابوه عايش وامه ماتت .
- ٠٤ واحد / واحده مُطَلَّقٌ وابوه مات وامه عايشه .
- ٠٥ واحد / واحده مُتَجَوِّزٌ وابوه وامه عايشين .
- ٠٦ واحد / واحده مُتَجَوِّزٌ وابوه وامه ماتوا .



وَاحِدٌ عَازِبٌ



وَاحِدٌ خَاطِبٌ



وَاحِدٌ مُتَجَوِّزٌ



وَاحِدٌ مُطَلَّقٌ

## Activity C (cont.)

## 3. Whisper a Secret.

وَشْوِشْنِي •

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## Activity D

## 1. That Can't Be True.

مَشْ مَعْقُول !

After the teacher divides the class into pairs, Student 1 of the pair will make a statement that will elicit from his/her partner an exclamation. His/her partner must use the following exclamations with appropriate intonation.

٠١ مَشْ مَعْقُول !

٠٢ صَحِيحُ الْكَلَامِ دَه ؟

٠٣ لَا ، انتِ يَشْهَرُزْ •

٠٤ وَاللَّهِ الْعَظِيمِ !

## Example:

Student 1:

• اَنَا لَقِيتُ وَرَقَةً بِمِيةَ دُولَارٍ فِي الشَّارِعِ •

Student 2:

مَشْ مَعْقُول !

or

وَاللَّهِ الْعَظِيمِ !

## Activity D (cont.)

## 2. Jigsaw Puzzle. كَمَلِ الصُّورَةَ .

The teacher divides the class into two groups. Group members are to think of a person or place for their opponent to guess and work together to come up with at least six clues to their "puzzle." Each clue is to be written on a separate piece of paper, then distributed to the opponent. The group that first guesses the solution to its opponent's puzzle wins. The groups may repeat the exercise if time permits.

Example:

٠١ كازينو : رَاجِلُوسْتُ - رَقَاصَةٌ - فَرْقَةُ مَزِيكِهِ - كُتُبَاتُ نَبِيْتٍ - نَاسٌ مُبْسُوطِينَ  
بَيْرُهُ - مَزَهُ .

٠٣ كَتَبَ كِتَابٌ : رَاجِلٌ - تَرَابِيزُهُ - مَأْذُونٌ - رَاجِلٌ تَانِي - فَنَاجِيْنُ قَهْوَةٍ -  
رَاجِلٌ تَالَتٌ - كُتُبَاتُ مِيَةٍ - رَاجِلٌ رَابِعٌ .

## Activity A

## 1. Solve the Riddle. حلّ الفزوره .

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence.

١. حاجة تشتريها كل يوم وتقرأ فيها الأخبار والأعلانات .
٢. حاجة بتحطها جوه الكاميرا قبل ما تصوّر .
٣. صفحہ فی الجرنال مكتوب فيها اسمى الميتين وميعاد الجنائزہ .
٤. المكان اللي الممثلين يمثّلوا عليه جوه المسرح .
٥. كتاب مطبوع فيه قصائد شعر كثيرة كتبها شاعر واحد .
٦. مكان في ثاني دور جوه السينما فيه كراسي بتقعّد فيها عشان تشوف الفيلم .
٧. الممثلہ اللي بتمثّل الدور الرئيسي في التمثيلية .
٨. حكاية صغيره قوي ولما تسمعها تضحك .
٩. المبنى اللي الممثلين والمخرج والمصوّر بيشتغلوا فيه عشان ينتجوا فيلم .
١٠. حاجه مش صحيح يقولها لك صاحبك عشان يضحك معاك .

## ANSWERS

١٠. ١. ٢. ٣. ٤. ٥. ٦. ٧. ٨. ٩. ١٠.
١٠. ١. ٢. ٣. ٤. ٥. ٦. ٧. ٨. ٩. ١٠.
١٠. ١. ٢. ٣. ٤. ٥. ٦. ٧. ٨. ٩. ١٠.

## Activity A (cont.)

## 2. Whisper a Secret. . وشوشني

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student in the circle will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

## 3. Think Fast! فكر بسرعه !

Two students at a time will stand, facing the class. Student 1 will read a list of three or more words from this module's vocabulary. His partner, Student 2, is to respond by naming words or phrases associated with the list. Student 1 may question Student 2 about his choice of associated words, if he so desires. Speed in associating words and ideas is crucial. Each couple is allowed only two minutes to read its list and to switch roles before another couple takes the floor. The class listens and comments.

## Example:

Student 1: ممثل - رئيس تحرير . راديو

Student 2: حاشغل ممثل or ممثل - مخرج

رئيس التحرير موظف حكومه or رئيس تحرير - مجله

راديو - جهاز or راديو خسران

## Activity B

## 1. Make a Suggestion. رأيك ايه في المشكله دي ؟

A student reads one of the following problems to his classmates. Each classmate in turn is to offer a solution to the problem and begins by stating either "... أنا لو مكانك كنت ..." or "... أنا أنصحك ...". After discussing each suggestion, the student may either accept or reject a classmate's solution.

## Activity B (cont.)

## Problems:

- ٠١ اننا لقيت عربية كويسة قوى صاحبها عاوز يبيعهها ب ٦٠٠ جنيه ، بس صاحب العربية مسافر السعوديه بكره وعاوز الفلوس نقدا النهارده .  
اعمل ايه في المشكلة دي ؟
- ٠٢ اننا نسيت مفاتيحي جوه العربية وقفلت الباب ، ومش عارف افتحه .  
اعمل ايه في المشكلة دي ؟
- ٠٣ كل يوم الصبح بأصيح على صوت المنبه (alarm clock) وبعد ما أقفل المنبه أرجع أنام واروح الشغل متأخر .  
اعمل ايه في المشكلة دي ؟
- ٠٤ صاحبتى اللي بأحبها وما اقدرش أعيش من غيرها مش عاوزة تتجوزني .  
اعمل ايه في المشكلة دي ؟
- ٠٥ اننا بأحب التمثيل وعاوز ابقى ممثل وأبويما مش موافق اني ادخل معهد التمثيل .  
اعمل ايه في المشكلة دي ؟

## 2. Got a Problem? عندك مشكلة ؟

Students are given two minutes to think of a problem of their own. Each student will take a turn presenting his problem to the class. Students start by saying, "عندي مشكلة" and end with the question, "اعمل ايه ؟". His classmates are to respond. After discussing a suggestion, the student may either accept or reject a classmate's solution.



## Activity B (cont.)

## 3. You - The Art Critic.

انت ناقد فني .

Students take turns describing the last movie they attended. Their descriptions are to include the title of the film; its actors; a summary of the story line; and what they liked and disliked about it. The teacher will assign one student to take notes using the following chart. Afterwards, he'll report on the presentations to the class.

اسم الطالب	امتى وفين شفته ؟	اسم الفيلم	اسامى الممثلين	رايك ايه ؟

## Activity C

## 1. Give Me an Explanation! اسأل عن السبب !

Students pair up to play the roles of a supervisor and his employee. The supervisor is to render one of the following decisions. His employee is to question the decision and begins by asking either "ممكن تقول لي؟" or "ممكن أعرف السبب؟". After the supervisor has explained the reason for his decision to the satisfaction of his employee, the two students reverse roles and repeat the game.

## Decisions:

- ٠١ ما اقدرش ابعتك تحضر المؤتمر اللي انت طلبت تروحه .
- ٠٢ ما اقدرش أوافق على طلب الأجازة اللي انت قدمته .
- ٠٣ ما اقدرش اوافق على الترقيّة اللي انت طلبتها .
- ٠٤ ممنوع تاكل في المكتب .
- ٠٥ لازم تدور على شغل في مكان تاني عشان بكره آخر يوم لك في الشغل هنا .

## 2. Dueling Duo. خناقة .

Two students play the roles of husband-wife or boyfriend-girl friend who are arguing on the telephone about where to go for the evening. The couple may act out one of the following situations or think up one of its own. The conversations must end in a fight, with each student using one or more of the expressions below. Each couple must have at least four conversational exchanges. Students take turns acting out the roles in front of the class.

## Expressions:

- |                                |                           |
|--------------------------------|---------------------------|
| Don't waste my time.           | انا ما عنديش وقت عشانك .  |
| You are boring.                | انت دمك ثقيل .            |
| I don't like you anymore.      | انا ما باحبكش .           |
| I don't want to see you again. | انا مش عاوزه اشوفك تاني . |
| Get lost.                      | روح في داهيه .            |

## Activity C (cont.)

Situation 1: Munir would like to go to a local hamburger stand, but Samira would rather dress up and go to an expensive restaurant downtown.

Situation 2: Ibrahim would like to see a play at an expensive theater, but Hasana would rather go to a movie.

Situation 3: Hasan would like to go to a casino for a cold beer, but his wife would rather stay home to read and to watch TV.

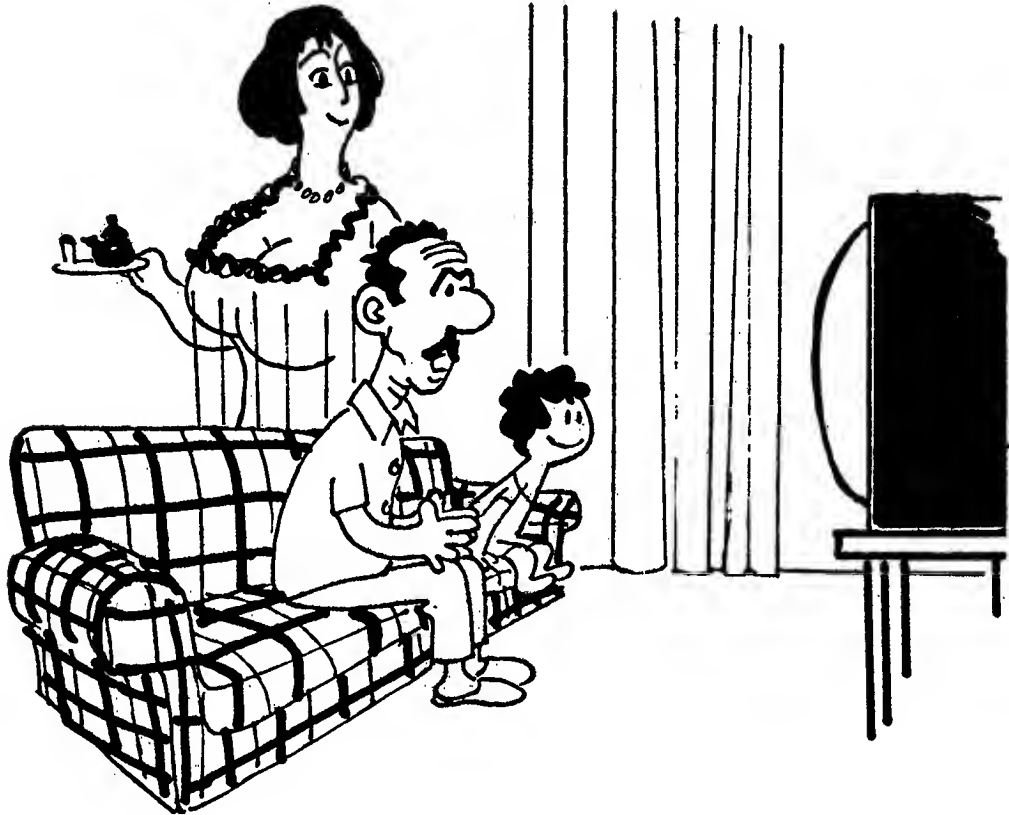
## Activity D

## 1. Describe a Picture.

. اوصف الصورة

The teacher brings a picture or two to class or the students do.  
Students use their imaginations to describe it out loud.

Example:



The students' descriptions for the cartoon above may include the following information:

number of people

ages

relationship to each other

feelings, attitudes, opinions

financial status (i.e., rich or poor)

activities

## Activity D (cont.)

## 2. News Watch. قول آخر خبر سمعته .

Students are given two minutes to think of a news story; then, each will take a turn describing his story to his classmates in Arabic. One student is assigned to take notes during the presentations. Afterwards, he summarizes the stories for the class.

## 3. Let's Play! يالآ نلعب !

Students act out the roles in the following situations.

Situation 1: Samir is a salesclerk in a store that sells TV sets, radios, cameras, tapes and so on. Munir is a customer who wants to buy a tape player and some tapes of Arabic music.

Situation 2: Samira is a famous Egyptian movie star. Abbas is a newspaper reporter for the Al Ahram. Abbas asks Samira about her education, her starring roles and her love life.

## Activity A

1. Provide an Answer. جابوب على قدر ما تقدر .

The instructor will divide the class into two groups. The instructor will ask each group in turn to provide an answer to a question from the list below until one of the groups fails to respond. The last group to answer will be given a point. The group with the most points wins. Students play this game with their books closed.

١. ايه الاعمال اللي يقوم بيها ظابط المباحث ؟
٢. ايه انواع المخدرات المعروفة في امريكا ؟
٣. ايه الاعمال اللي بتقوم بيها ادارة الجمارك في امريكا ؟
٤. ايه اهمية جواز السفر بالنسبة للمواطنين ؟
٥. ايه هي الاعمال الضارة اللي بيعملها الحرامى للمجتمع ؟
٦. بتعمل ايه بالمحفظه بتاعك ؟
٧. ايه الاعمال اللي بيقوم بيها البوسطجي ؟
٨. ايه هي استعمالات صندوق الزبالة ؟
٩. ايه هي استعمالات حمام السباحة ؟
١٠. ايه هي الاعمال اللي بيقوم بيها الطباخ ؟
١١. ليه الحكومات بتمنع الناس من التعامل مع السوق السوداء ؟
١٢. ايه هي استعمالات الولاة ؟
١٣. ايه هي الاعمال اللي بيقوم بيها رجال المطافي ؟
١٤. احنا بنستعمل الجرادل في ايه ؟
١٥. احنا بنعمل ايه بالخرطوم ؟

## Activity A (cont.)

## 2. Opposites Attract.

ترجم واعكس .

The instructor will divide the class into two teams. The instructor will ask each team to translate a phrase from the list below, and then provide its opposite meaning in Arabic. Students play this game with their books closed.

- |                                  |                      |
|----------------------------------|----------------------|
| ١٣ . قطع النور .                 | ١ . ولع حريقه .      |
| ١٤ . مدمن على المخدرات .         | ٢ . سحب فلوس .       |
| ١٥ . حجز السواق في قسم البوليس . | ٣ . يعوم في البحر .  |
| ١٦ . النار والقة .               | ٤ . بتصرف فلوسها .   |
| ١٧ . المتفرجين بتوع الكوره .     | ٥ . وزارة الداخلية . |
| ١٨ . ولع الراديو .               | ٦ . البيع بالتقسيط . |
| ١٩ . رمى الجوابات في البوسه .    | ٧ . وفر فلوسه .      |
| ٢٠ . فتح الشنطه .                | ٨ . البيع بالشكك .   |
| ٢١ . امسك الحرامي .              | ٩ . تأشيرة خروج .    |
| ٢٢ . الشيك ضاع مني .             | ١٠ . لسه بدري .      |
| ٢٣ . جواب مسجل .                 | ١١ . اهل الخير .     |
| ٢٤ . غطس تحت الميه .             | ١٢ . نزل الحمام .    |

## 3. Roving Reporter.

اسأل زميلك وبلغ .

Students play this game in pairs. Students will interview their partners using one of the following sets of questions. The interviewer may also think of his own questions to ask his partner. After the interviews have been completed, each reporter will tell the class about his interview.

- ١ . انت عندك حساب في البنك ؟
- رصيدك في البنك قد ايه ؟
- عمرك كتبت شيك من غير رصيد ؟
- لو كتبت شيك من غير رصيد البنك حيعمل لك ايه ؟
- بتدفع ديونك بالشيكات ولا بالنقد ؟
- اكبر شيك كتبتاه كان بكام ؟

## Activity A (cont.)

٠٢

اياه اول حاجة تعملها عشان تسافر للخارج ؟

ازاي تطلع جواز السفر بتاعك ؟

تاخذ معاك كام ؟

كام شنطة تاخذها معاك ؟

اذكر محتويات كل شنطة .

ازاي تاخذ تأشيرة الخروج ؟

ازاي تاخذ تأشيرته للدخول ؟

٠٣

اياه هي الاجهزة اللي بتطفي الحرايق ؟

في الشقة اللي انت ساكن فيها ، فيها اجهزة مطافي ؟ وايه هي ؟

لو قامت حريقه في الشقة اللي انت ساكن فيها ( الله لايقدر ولا يكون ) تعمل اياه ؟

عمرك شفت حريقه ؟

احكي لنا عن حريقه شفتها .

اياه هي اكبر حريقه قامت في امريكا .



## Activity B

## 1. Obstacle Course.

اتغلب على العقبات .

The instructor will assign a student a topic. Based on the given topic, the student will think of a goal for himself. The student is to announce his goal to a classmate who tries to prevent the student from reaching his goal by presenting him with a problem. The student must think of a way to circumvent the problem presented by his classmate. His classmate has three tries to prevent him from attaining his goal. Two students take turns playing this game in front of the class. Students may warm-up with the following example.

Example:

Topic: البوسته

Student 1: انا رايع البوسته عشان ابعت طرد لاخويا في امريكا .

Student 2: اخوك غير عنوانه ؟

Student 1: اتصل باخويا في شقته واسأله عن عنوانه .

Student 2: معاكش فلوس عشان تبعث الطرد ؟

Student 1: آخذ من صاحبي فلوس وابعت الطرد .

Student 2: البوسته قافله النهارده .

Student 1: ابعت الطرد بكره .

## 2. Listen and Respond.

اتبع التعليمات .

The instructor will read the following items one at a time to the class. Each student in the class will be asked to respond to each item.

١. انت مضيف في طائرة جاية من القاهرة وحتنزل في مطار نيويورك الدولي

بعد ٩٠ دقيقة . تقول لركاب الطائرة المصرية ايه ؟

٢. قبل ما ينزل المسافرين للمطار لازم يملوا استمارات دخول المطار (entry forms).

وزع على المسافرين استمارات الدخول واطلب منهم انهم يملوها ويسلموها لموظف

الأمن في المطار لما ينزلوا .

٣. اسأل المسافرين اذا كان حد فيهم ما عندهوش تأشيرة دخول .

## Activity B (cont.)

٤. فهم المسافرين التي ما عندهم تأشيرة دخول للولايات المتحدة ازاى ياخذوا  
تأشيرة دخول .
٥. قول للمسافرين ازاى يغيروا عملاتهم المصرية لعملات امريكية .
٦. فهم المسافرين المصريين ازاى ياخذوا شظهم ويروحوا بيها للتفتيش .
٧. فهم المصريين المسافرين ازاى يخرجوا من المطار وازاى يقدرؤا يحجزوا  
في اللوكاندات .

## 3. On Your Best Behavior. ازاى تتصرف .

The instructor will divide the class into pairs. Each pair will read the situations below; then take turns acting them out in front of the class.

١. ضاعت منك الشنطة امبارح في المطار .  
(أ) اوصف الشنطة بتاعك .  
(ب) اكتب ورقه محتويات (contents) الشنطة .  
(ج) اطلب البوليس وبلغ عن الشنطة اللي ضاعت منك .
٢. تانى يوم البوليس طلبك بالتلفون وقال لك انهم لقوا الشنطة ر قسم  
البوليس (police station) .  
(أ) قدم نفسك للضابط المختص .  
(ب) اطلب منه انه يوريك الشنطة .
٣. الضابط وراك الشنطة وقال لك ان الشنطة دي بتاعك ؟ قلت له : آه .  
قال لك الضابط : احنا لقينا في الشنطة دي مخدرات واحنا مضطرين نحجزك  
للتحقيق .  
(أ) تعمل ايه في الحاله دي ؟  
(ب) وازاى تخرج من الموقف ده ؟

## Activity C

## 1. Let's Play!      مثل !

Students act out the roles in the following situations.

Situation 1: John is in the market for a new car. He visits a car dealership where he meets a salesman who tries to persuade him to buy a car parked on the lot.

Situation 2: Elaine was informed by the police that her cook, Jack, was arrested for possession of drugs. She goes to the police station where she asks an officer about Jack.

## 2. What's Your Reaction?      ازاي تتصرف ؟

The instructor will read the following items one at a time to the class. Each student in the class will be asked to respond to each item.

١. وانت قاعد في الصف سمعت واحد بيصرخ ويقول: " حريقه حريقه " .
٢. وانت ماشي في الشارع سمعت واحد بيقول " جرامي جرامي " .
٣. وانت قاعد بتذاكر دروسك بالليل ، النور انقطع .
٤. وانت قاعد في حمام السباحة ولبس هدومك سمعت واحد بيقول " غريق غريق " .
٥. وان في الحمام بتستحمى (to take a bath) انقطعت البمية .
٦. بعد ما دفعت ايجار الشقة طلب منك صاحب الملك انك تسبب الشقة .
٧. رحت عشان تدفع قسط العربية اكتشفت ان المحفظة بتاعتك انسرقت .
٨. دخلت شقتك لقيت فيها واحد جرامي .
٩. قمت من النوم لقيت النار والعة في اودتك .
١٠. وانت بتعوم في حمام السباحة لقيت نفسك بتغرق .
١١. انت لاعب كورة وعندك مباراة النهارده حبست تخش الملعب قام العسكري منعك من الدخول .

## Activity C (cont.)

## 3. Behind the Scenes.

## الف ومثل

Students play this game in pairs. The teacher will assign each pair one of the following situations. Each pair has three minutes to prepare a scenario on its situation. The students are to take turns acting out their scenarios in front of their classmates.

- A hotel fire
- Cashing a check at a bank
- Renting an apartment in downtown Cairo
- A meeting between an athletic club director and prospective club member
- Sending a parcel to a friend overseas
- Paying an electricity bill or water bill at a utility company

## Activity D

## 1. Define a Concept.

## اشرح المعاني .

Students first form a circle. The instructor will read a concept from the list below for each student to define in Arabic. If a student fails, he moves out of the circle. The last person remaining is the winner. Students play this game with their books closed.

- |                      |                       |
|----------------------|-----------------------|
| • ١١ . جردل          | • ١ . سمسار بيوت      |
| • ١٢ . حشاش          | • ٢ . تأشير دخول      |
| • ١٣ . خرطوم حريق    | • ٣ . مخالفة مرور     |
| • ١٤ . مهرب          | • ٤ . سواق            |
| • ١٥ . بتاع المخدرات | • ٥ . ظابط امن        |
| • ١٦ . عسكري مطافي   | • ٦ . جنينة حيوانات   |
| • ١٧ . جرسون         | • ٧ . ظابط مباحث      |
| • ١٨ . رصيد          | • ٨ . جواز سفر        |
| • ١٩ . علاوة         | • ٩ . شغال الشنت      |
| • ٢٠ . مخدرات        | • ١٠ . مفتش في الجمرك |

## Activity D (cont.)

٠٢

انت بتدخن ؟

بتحب ريحة دخان السجاير ؟

لما واحد يدخن في المكان اللي انت قاعد فيه تعمل ايه ؟

بتخاف من الحريق ؟

ايه رأيك في الشخص اللي بيدخن ؟

هو الشخص اللي بيدخن بيلعب بالنار ؟

نفرض واحد رمى سيجاره والعه وقامت حريقه ، تعمل ايه ؟

لو قامت حريقه في المدرسه ، الله لايقدر ولا يكون ، تعمل ايه ؟

(أ) تطلب البوليس ؟ (٦) تمسك طفليه اشان تطفي الحريق ؟

(ب) تهرب ؟ (٧) تعرف تستخدم اجهزة الحريق ؟

(ج) تطلب المطافي ؟

٠٣

ايه رأيك في الرياضة ؟

ايه احب لعبه لنفسك ؟

انت بتلعب اللعبة اللي بتحبها ؟ ولا تحب تتفرج عليها ؟

ايه رأيك في الناس اللي بيقدوا قدام التلفزيون طول النهار اشان يتفرجوا

على مباريات كورة القدم الامريكانيه ؟

ليه الامريكان بيحبوا يتفرجوا على لعبة كورة القدم ؟

لو فيه مباراة في كورة القدم في نيويورك تسافر اشان تشوفها ؟

لو كان معاك عشرين دولار بس تاكل بيهم ولا تتفرج بيهم على مباراة كورة القدم ؟

وليه ؟

## Activity D (cont.)

## 2. Send a Letter. . ابعت جواب .

The instructor will assign each student one of the following situations. The students will prepare a short letter based on their situations; then read them to the class. Students must give the sender's address and the receiver's address in their reports.

١. جواب من مطافي المدينة لمدير فندق النيل بخصوص اجهزة المطافي .
٢. جواب من مدير البنك للعميل بخصوص شيك مالهوش رصيد .
٣. جواب من صاحب الملك (landlord) للمستأجر بخصوص التأخير في دفع الايجار .
٤. جواب من شركة النور لسكان شكنات فورت اورد .
٥. جواب من شركة المياه لمعهد الدفاع بخصوص استهلاك (consumption) المياه .
٦. جواب من مواطن لمدير ادارة الجوازات والجنسية بسبب تجديد جواز السفر .
٧. جواب من مدير نادي رياضي لعضو مادفعش الاشتراك السنوي .

## 3. Roving Reporter. . اسأل زميلك وبلغ .

Students play this game in pairs. Students will interview their partners using one of the following sets of questions. The interviewer may also think of his own questions to ask his partner. After the interviews have been completed, each reporter will tell the class about his interview.

١. مرتبك كام في الشهر ؟
- بتدفع كام للمياه ؟
- بتدفع كام للنور ؟
- بتدفع كام ايجار ؟
- بتاكل بكام في الشهر ؟
- بتدفع كام تلفون ؟
- بتدفع كام اشتراك للصحف والمجلات ؟
- بتدفع كام لجاز العربية بتاعك ؟
- بتحوش كام في الشهر ؟
- حتعمل ايه بالفلوس اللي بتوفرها كل شهر ؟

## Activity D (cont.)

٤٠

بتعرف تعوم ؟

بتعرف تلعب كوره ؟

بتعرف تلعب بيزبول ؟

بتلعب ملاكمه ؟

ايه رايك في الملاكمه ؟

بتلعب مصارع ؟

ايه رايك في المصارعه ؟

بتلعب باسكت ؟

ايه رايك في لعبة الباسكت ؟

انت سريع في الجري ؟

اشركت في مسابقات العاب القوى ؟

ايه رايك في العاب القوى ؟

